

Parents'
National Educational Union.

CENTRAL OFFICE: 26, VICTORIA STREET, S.W.

SIXTEENTH
ANNUAL REPORT
1907,

TOGETHER WITH A BRIEF ACCOUNT OF
THE HOUSE OF EDUCATION
AND
PARENTS' UNION SCHOOL.

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The Parents'
National Educational Union.

SIXTEENTH
ANNUAL REPORT,

MAY, 1907.



Office: 26, VICTORIA STREET, LONDON, S.W.

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WHAT IS THE PARENTS' NATIONAL EDUCATIONAL UNION?

The Parents' National Educational Union has arisen in response to a demand from thoughtful parents. It has grown out of their desire to study the laws which govern habit and the principles upon which to select ideas that inspire and educate; their desire to know how to deal with hereditary tendencies and how to give intelligent supervision and guidance to the development of their children's whole nature—physical, mental, moral, and spiritual.

The rapid accumulation during late years of data bearing upon the interaction of body, mind and moral sense, has made it needful to reconsider many old-established ideas about Education. Parents and teachers are now aware that they must to some extent neutralize each other's work and weaken its results, unless they take counsel together.

The Union aims at giving opportunities for the study of Educational problems, and a meeting ground for intercourse between parents, teachers, and all who are interested in Education. Special stress is laid on the use of the word Education, in its widest sense, not as meaning instruction only, but the development of the whole nature, on the underlying principle that "Character is everything." The two functions of Education (as it is understood by the Union), are the presentation of ideas and the formation of habits. These two, it will be seen, are the chief means at our disposal for the modification of character.

PRINCIPLES AND OBJECTS.

The Central Principles, to which all Local Branches of the Society—(while free to organize themselves)—shall be pledged, are:—1. That a Religious basis of work be maintained. 2. That the series of addresses and other means employed by the Union shall be so arranged as to deal with Education under the following heads: (a) Physical; (b) Mental; (c) Moral; and (d) Spiritual. 3. That arrangements concerning Lectures, etc., be made with a view to the convenience of fathers as well as of mothers. That the work of the Union be arranged to help parents of all classes. *The Objects are*:—(a) To assist parents of all classes to understand the best principles and methods of Education in all its aspects, and especially in those which concern the formation of habits and character. (b) To create a better public opinion on the subject of the training of children, and with this object in view, to collect and make known the best information and experience on the subject. (c) To afford to parents opportunities for co-operation and consultation, so that the wisdom and experience of each may be profitable to all. (d) To stimulate their enthusiasm, through the sympathy of numbers acting together. (e) To secure greater unity and continuity of Education, by harmonizing home and school training.



A SHORT SYNOPSIS

OF THE

EDUCATIONAL PHILOSOPHY ADVANCED BY THE FOUNDER OF THE PARENTS' NATIONAL EDUCATIONAL UNION.

"No sooner doth the truth come into the soul's sight, but the soul knows her to be her first and old acquaintance."

"The consequence of truth is great; therefore the judgment of it must not be negligent."

In so far as we hold and profess what is known as P.N.E.U. thought, three duties are before us: (a) To give earnest study to the mastery of the principles of our educational philosophy*; (b) Having mastered these, to apply them; (c) To make them known. Here follows a short summary of our principles, but it must be remembered that a knowledge of these formulæ is by no means a knowledge of the principles they aim at summing up.

1. Children are born *persons*.
2. They are not born either good or bad, but with possibilities for good and for evil.
3. The principles of authority on the one hand, and of obedience on the other, are natural, necessary and fundamental; but—
4. These principles are limited by the respect due to the personality of children, which must not be encroached upon, whether by fear or love, suggestion or influence, or undue play upon any one natural desire.
5. Therefore, we are limited to three educational instruments—the atmosphere of environment, the discipline of habit, and the presentation of living ideas.
6. When we say that "*education is an atmosphere*," we do not mean that a child should be isolated in what may be called a "child-environment" especially adapted and prepared, but that we should take into account the educational value of his natural home atmosphere, both as regards persons and things, and should let him live freely among his proper conditions. It stultifies a child to bring down his world to the "child's" level.

* These are set forth at length in the volumes of the *Home Education Series* published by Kegan Paul & Co., price 3s. 6d.

7. By "education is a discipline," we mean the discipline of habits, formed definitely and thoughtfully, whether habits of mind or of body. Physiologists tell us of the adaptation of brain structures to habitual lines of thought, i.e., to our habits.
8. In saying that "education is a life," we imply the need of intellectual and moral as well as of physical sustenance. The mind feeds on ideas; and, therefore, children should have a generous curriculum.
9. But the mind is not a receptacle into which ideas may be dropped, each idea adding to an "apperception mass" of its like, the theory on which rests the Herbartian doctrine of interest.
10. We hold, on the contrary, that the child's mind is no mere sac to hold ideas, but is rather (if the figure may be allowed) a spiritual organism with an appetite for all knowledge. This is its proper diet, with which it is prepared to deal; and which it can digest and assimilate as the body does foodstuffs.
11. This difference is not a verbal quibble. The Herbartian doctrine lays the stress of Education (the preparation of knowledge in enticing morsels duly ordered) upon the teacher. Children taught on this principle are in danger of receiving much teaching with little knowledge; and the teachers' axiom is "the thing that matters is not what a child learns but how he learns it."
12. We, on the contrary, believing that the normal child has powers of mind which fit him to deal with all knowledge proper to him, give him a full and generous curriculum, taking care only that all knowledge offered to him is vital, that is, that facts are not presented without their informing ideas. Out of this conception comes our principle that,—
"Those first-born affinities
That fit our new existence to existing things."
13. "Education is the Science of Relations"; that is, that a child has natural relations with a vast number of things and thoughts: so we train him upon physical exercises, nature, handicrafts, science and art, and upon many living books, for we know that our business is not to teach him all about anything, but to help him to make valid as many as may be of—
14. We have also two secrets of moral and intellectual self-management to offer to children, which we may call "the way of the will" and "the way of the reason."
15. *The way of the will*: Children should be taught, (a) to distinguish between "I want" and "I will." (b) That the way to will effectively is to turn our thoughts from that which we desire but do not will. (c) That the best way to turn our thoughts is to think of or do some quite different thing, entertaining or interesting. (d) That after a little rest in this way, the will returns to its work with new vigour. (This adjunct of the will is familiar to us as *diversion*, whose office it is to ease us for a time from will effort that we may will again

- with added power. The use of suggestion—even self-suggestion—as an aid to the will is to be deprecated, as tending to stultify and stereotype character. It would seem that spontaneity is a condition of development; that human nature needs the discipline of failure as well as of success.)
16. *The way of the reason*: We teach children, too, not to "lean (too confidently) to their own understanding"; because the function of reason is to give logical demonstration (a) of mathematical truth, (b) of an initial idea, accepted by the will. In the former case, reason is an infallible guide, but in the latter, it is not always a safe one; for, whether that initial idea be right or wrong, reason will confirm it by irrefragable proofs.
 17. Therefore, children should be taught, as they become mature, enough to understand such teaching, that the chief responsibility which rests on them as persons is the acceptance or rejection of initial ideas. To help them in this choice we give them principles of conduct, and a wide range of the knowledge fitted to them. These three principles (15, 16 and 17) should save children from some of the loose thinking and heedless action which cause most of us to live at a lower level than we need.
 18. We allow no separation to grow up between the intellectual and "spiritual" life of children, but teach them that the divine Spirit has constant access to their spirits, and is their continual Helper in all the interests, duties and joys of life.

P.N.E.U. READING COURSE.

The attention of members is called to the new Course of Reading, which is free to all members. It is confined to the *distinctive* teaching of the Union, and therefore, to the volumes of the Home Education Series, the contents of which have been specially prepared from time to time for the use of the *Parents' National Educational Union*. The method of these volumes is a progressive amplification of the principles set forth above. It is, therefore, desirable that the books should be studied in numerical order.* Each volume will be furnished with a full table of contents and with numerous questions which should aid the reader in self-examination. On application to the Office a form may be had which runs as follows:—

"I have read the following volumes of the *Home Education Series*, and am satisfied of my mastery of the principles advanced in them by my ability to answer fully and exactly the questions appended to each."
(Signed)

This form should be returned to the Office, and the reader would then be entered on the list of "qualified members" of the P.N.E.U.

Those members who could undertake a further course are referred to the Mother's Educational Course.

*1. *Home Education*. 2. *Parents and Children*. 3. *School Education*. 4. *Ourselves, our souls and bodies*. 5. *Some Studies in the Formation of Character*.

RULES.

NAME.

1. The Union shall be called the "Parents' National Educational Union."
2. The Organization of the Union shall comprise :—
 - (a) The Council.
 - (b) An Executive Council.
 - (c) Local Branches.

THE COUNCIL.

3. The Union shall be under the control of the Council, which shall consist of the President, Vice-Presidents, Honorary Officers, one representative from each Branch and co-opted members.
4. The President, Vice-Presidents, Honorary Officers and one-third of the co-opted members of the Council (who shall retire in rotation each year, but shall be eligible for re-election) shall be elected yearly at the Annual Meeting of the Council.
5. The Executive Committee shall be annually elected by the Council from among its members, and shall be responsible for the management of the Union.
6. At any Meeting of the Council five shall form a quorum.
7. The accounts of the Union shall be audited by a Chartered Accountant, who shall be appointed each year at the Annual Meeting.

EXECUTIVE COMMITTEE.

8. The Executive shall consist of the President, Honorary Officers, one representative from each Branch which received not less than fifty subscriptions, and fifteen other members who shall be elected yearly at the Annual Meeting of the Council.
9. Nominations of new Members for the Executive Committee must be sent in to the Secretary ten clear days before the date of such election. If more than fifteen members are nominated the election shall be by ballot. The Executive Committee shall be empowered to fill up any vacancy that may occur in their number during the year.
10. The Executive Committee shall meet not less than four times a year. Each year at its first Meeting a Chairman shall be elected for that year.
11. At any Meeting of the Executive Committee, three shall form a quorum.
12. No opposed business shall be transacted at any Meeting of the Executive Committee, unless previous notice of such business shall have appeared on the Agenda.
13. The Executive Committee shall have power to make or alter by-laws for the management of the Union, provided always that the by-laws be not contrary to the principles, objects, or rules, of the Union, as printed and circulated in the Annual Report.
14. The Executive Committee shall decide what salaried officer or officers shall be appointed.

MEETINGS.

15. The Council shall hold an Annual Meeting to fill up vacancies in their body, to receive the Report and Balance Sheet of the previous year, to appoint the Auditor, to elect the Honorary Officers and Members of the Executive Committee, to decide on questions involving new departures in procedure, &c.

16. A General Annual Meeting or Conference shall be held for the purpose of circulating the report of the past year and for otherwise promoting the interests of the Union.

17. The Council may be summoned by the President, by the Executive Committee, or by the Secretary on the receipt of a requisition in writing from fifty members of the Union. Fourteen days' notice of every Meeting of the Council must be given.

18. No Meeting shall be convened under Clause 17 unless the notice convening the same express the object for which the meeting has been summoned; and no business, other than that specified on the Notice, shall be transacted at such Meeting.

19. At all Meetings, the Chairman of each Meeting shall have a casting vote in addition to his ordinary vote.

20. No alteration shall be made in the Rules except by a two-thirds majority of those present at the Annual Meeting of the Council, or at a Council-Meeting specially convened for that purpose.

LOCAL BRANCHES.

21. A Local Branch of the Union may be formed in any district by the Executive Committee. The by-laws of each Branch must be in accordance with the principles and objects of the Union.

22. The amount of the Annual Subscription of Members of a Local Branch shall be determined by the Executive Committee. Unless otherwise resolved by the Executive Committee, the subscriptions are to be paid to the funds of the Central Office.

23. Local Branches formed before 1907 shall pay an annual Capitation Fee to the Council. This fee shall be for Branches within the London Postal District, 20% on their income derived from subscriptions, and for Country Branches, 10% on their income derived from subscriptions. Local Branches formed after 1907 shall either be subject to Rule 22 or shall pay an annual capitation fee, according as the Executive Committee shall decide.

24. Each Local Branch shall send to the General Secretary, one month before the Annual Meeting each year, the name of its Representative to the Council for the coming year.

25. The Council shall publish a journal, and each member of the Union subscribing not less than ten shillings per annum shall be entitled to receive a copy of the journal as published.

26. A payment of £3 3s. constitutes Life Membership of the Union; a payment of £6 6s. constitutes Life Membership of the Union and entitles to the receipt of a monthly copy of the *Parents' Review*. Life Members are Honorary Members of all Branches.

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THE
Parents' National Educational Union.
GENERAL ANNUAL REPORT,
MAY, 1907.

AGAIN we have to report a prosperous year; more interest has been roused in our work, more members have joined the Union, more schools have adopted the curriculum; the Union becomes larger and more important every year. How ever-widening the circle grows may be realised by the fact that our Hon. Organising Secretary was asked to hold a meeting at Florence, which was very successful, several members joining the Union; by delegates from the P.N.E.U. being invited to attend the International Congress of Hygiene and the Conference for the discussion of "The Cry of the Children"; and by the request of the Dowager Empress of China (before starting her college for female education) to have Miss Mason's books and the Union papers sent out to her.

Perhaps the greatest tribute to Miss Mason's work is that it has become in part absorbed into the current of public thought. Sometimes when a friend reads the teaching of the Union, he or she will exclaim, "Why, of course, I know *that*." But, indeed, people did not know "*that*" twenty years ago, and it is most encouraging to see how much of the work of the Union has gone into the world's common store, and is making the public opinion of the future, the real motive power of all reform. Every good teacher is a discoverer, and it is for the sake of loyalty to old truths that we try to be open to new ways of expressing them.

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Qualified Members. Some members have already qualified by taking the full reading course, and it is to be hoped that more will follow their example.

Home Education Series. The last one of this series of books, "*Some Studies in the Formation of Character*," has now been published, and has been very favourably received both by the public and the press.

School Register. There has been a notable increase in our School Register. This year, twenty-three Girls' Schools, six Boys' Schools and seven Mixed Schools (including the Public Co-Education School at Harpenden; Headmaster, Rev. Cecil Grant) are working on the Parents' Union School lines. It may perhaps be desirable to repeat here the conditions upon which such schools are placed upon the Register:—

- i. That the programmes of not less than two classes shall be worked out in as many subjects as possible, but at least in six, *including all the historical subjects.*
- ii. That the *amount* of time for each of these subjects shall be *not more nor less* than that stated on the Time-tables.
- iii. That each child in these classes shall have, and read for himself, *his own books* as set in his programme in the subjects chosen.
- iv. That sets of answers, according to the membership fee, shall be submitted for examination at the usual times.

The Committee take no responsibility as to such schools; due enquiries must always be made by parents.

New Branch Started. Liverpool.

Branches Lapsed. Nottingham, Sidcup, Woking.

It is hoped before long to start new branches at Aldershot, Freshwater, Manchester, Sedburgh, and Johannesburg, and to revive old ones under somewhat different conditions.

"*Parents' Review.*" Circulation over 2,300.

Membership. This shows considerable increase.

Central Office. An increasing number of people interested in the Union and desiring information about it call daily at the office. The number of letters received by our Secretary during 1906 was 5,198, an increase of 829 on the previous year. The number of out-going letters was 9,007, showing an increase of 1,686.

Parents' Union School Books. A new and very successful departure has been the stocking of all the Parents' Union School Books at the office, whereby visitors to the office can have an opportunity of seeing such books, and members of the Union are supplied with the least possible delay.

New Pamphlets. Two new pamphlets have been published during the year, "*Early Manhood: Its Difficulties and Responsibilities*," by the Earl of Lytton, price 3d., "*Recommended Gift-Books for Children*," by Mrs. Clement Parsons, price 6d. This catalogue supplies a great want and is finding a ready sale, it is very catholic in its range, and suggests books for children from three to seventeen.

The following books and pamphlets are for sale at the office:—

1. Home Education Series:—
 - (i.) "Home Education."
 - (ii.) "Parents and Children."
 - (iii.) "School Education."
 - (iv.) "Ourselves, our souls and bodies."
 - (v.) "Some Studies in the Formation of Character." 3s. 6d. each.
2. "The Parents' Review." Price 6d.
3. "The Principles and Objects of the Parents' National Educational Union," by Mrs. Clement Parsons. Price 6d.
4. "Parents and Lessons," by Mrs. Clement Parsons. Price 4d.
5. "The Home Training of Children," by Mrs. Franklin, Hon. Organising Sec. of the P.N.E.U. Price 3d.
6. "Thought turning as a factor in the Training of Character, and Talk to Nurses," by Helen Webb, M.B. Price 6d.

7. "Children at Home," Price 2d.
8. "Home Safeguards against Boyhood's Dangers," by the Rev. the Hon. E. Lyttelton. Price 2d.
9. "Some Suggestions for the School Curriculum of Girls and Boys under 14," by Miss Mason. Price 3d.
10. Nature Note Books, in linen covers, 1s.; interleaved, 1s. 6d.
11. "Training in the Service of Man," by J. L. Paton, Esq., M.A., High Master, Manchester Grammar School. Price 3d.
12. "Education of Citizens," by W. Temple, Esq. (Fellow Queen's College, Oxford). Price 4d.
13. "Early Manhood: some of its duties and responsibilities," by the Right Hon. the Earl of Lytton. Price 3d.
14. "The Forge and the Weapon," by Blanche Leppington. Price 6d.
15. "Moral Education," by Blanche Leppington. Price 3d.
16. "Recommended Gift Books for Children," by Mrs. Clement Parsons. Price 6d.

A series of four articles appeared in the *Daily Mail* during April, 1907, dealing with the subject-matter of the *Home Education Series*, from which extensive quotations were made.

Lending Library. This library now contains many of the books used in the Mothers' Educational Course, and the Parents' Union School, and many others, both for adults and children. A new and revised Catalogue was issued in 1906, and members are strongly advised to make more active use of the library.

P.N.E.U. Translation Society. The Hon. Secretary gives a good report of the work done by the members of this Society during the past year. The respective translations have shown the trouble and interest taken by their authors, and some of them deserve the highest praise for their accuracy and good literary style.

P.N.E.U. Literary Society. Of this Society the Hon. Secretary also reports well. The number of members has increased and the papers received are most interesting and suggestive, and leave nothing to be desired. It is a matter for regret, however, that some of the members fail to contribute papers to the monthly packet, and it is hoped that this will be corrected during the present year.

Reading and Discussion Circles. It has been especially gratifying to note the good work of the Reading and Discussion Circles. One circle was occupied with the ideals and methods of foreign countries in their secondary schools as compared with our public schools. A member writes: "It has been intensely interesting comparing these five great countries—Germany, America, France, Japan, and England—and the resultant ideal is a great one. The life they all seem to desire for their children seems crowded with opportunity, instinct with duty, touched with romance. In England we seem to feel an ever-growing necessity for a more disciplined intelligence, for the trend of learning which enables a man or woman to see quickly the connection between things, to prove his or her own conclusions, to follow up clues, to marshal evidence, to get behind phrases into the heart of things. This is the sort of training that we as parents should try to get for our children, and to put it before ourselves as a definite aim."

Two Conferences were held this year. The first was at Ambleside on June 1st., the second at Brighton, November 2nd.

Ambleside Conference. This was convened by Miss Mason at the suggestion of the head of an important Secondary School, with the idea of making the Parents' Union School methods of education more definitely known to the professional world, and to confer on the possibility of obtaining a common curriculum for children under fourteen.

The following availed themselves of the invitation:—

BOARD OF EDUCATION. E. A. G. Holmes, Esq. (Chief H.M.I. and Board Representative); J. W. Headlam, Esq. (Staff Inspector of Secondary Schools); F. B. H. Dale, Esq. (H.M.I. Westmorland).

Also: Cyril Jackson, Esq. (late Chief H.M.I.); The Rev. C. H. Perez (late a Chief H.M.I.).

HEADS OF BOYS' PUBLIC SCHOOLS. The Rev. W. C. Compton (Dover College); the Rev. Cecil Grant (St. George's School, Harpenden); C. Lowry, Esq. (Sedbergh); G. Smith, Esq. (Merchiston Castle); the Rev. J. R. Wynne-Edwards (Leeds Grammar School).

HEADS OF GIRLS' PUBLIC SCHOOLS. Miss Gardiner (S. Felix School, Southwold); Miss Gavin (Notting Hill High School); Miss Heron (Wyggeston, Leicester); Miss Wolseley Lewis (Graham Street High School); Mrs. Woodhouse (Clapham High School).

HEADS OF BOYS' PREPARATORY SCHOOLS. C. H. Gibbs, Esq. (37, Sloane Street, S.W.); L. Helbert, Esq. (West Downs, Winchester); H. G. Underhill, Esq. (Wootton Court, Canterbury).

HEADS OF GIRLS' PROPRIETARY SCHOOLS. Miss Field Hall (Scarborough); Mrs. Leonard Huxley (Godalming); Fraulein Kjellberg (King's Lynn).

HEADS OF TRAINING COLLEGES. A. Burrell, Esq. (Borough Road Training College); Miss Murray (for Miss Woods, Maria Gray Training College).

G. Gilkes, Esq. (Chairman Westmorland Education Committee); B. Hawker, Esq. (Education Commission for the South Australian Government); The Rev. J. Hawkesworth (Vicar); J. Hawcrige, Esq. (Director of Education, Barrow-in-Furness); The Rev. F. M. Peterson; D. W. Rannie, Esq. (Oxford); C. J. Tipper, Esq. (Secretary Westmorland Education Committee): and some others interested in the subject.

MEMBERS OF THE EXECUTIVE, PARENTS' NATIONAL EDUCATIONAL UNION. Mrs. E. L. Franklin, Lady Campbell, Mrs. Almeric Fitzroy, Mrs. Howard Glover, Dr. Helen Webb.

As an outcome of this Conference the following letter appeared in the leading daily and educational papers:—

DEAR SIR,—We ask you to allow us to draw attention through your columns to a valuable educational experiment which has been going on long enough now to establish a definite result, and which we venture to think is deserving of attention from all those who are interested in the advance of education in this country.

About fifteen years ago, Miss Mason, of the House of Education, Ambleside, began to organise the teaching given in private schoolrooms with a view to raising the standard of the work done to that accomplished in the best schools. The machinery by which she has achieved her purpose has been very simple. She has trained a certain number of governesses at Ambleside on her own lines, but she has not confined her work to their schoolrooms. A suitable time-table and scheme of work in four grades may be had by any member of the Parents' National Educational Union, under certain conditions, and the 500 schoolrooms odd that have adopted her scheme form what is known as the Parents' Union School. The experiment to which we allude has been carried out in the "school" for fifteen years, and its success has led Miss Mason to submit her results to the profession with a view to their wider adoption. We are among those whom she was good enough to invite to a Conference held at the House of Education, at Whitsuntide, and we desire to record our sense of the value of her experiment as regards the literary side of a child's education.

The curriculum of the Parents' Union School is very wide, and includes all the subjects ordinarily taught in schools, besides hand-work, physical exercises, etc. The originality lies in the methods of work prescribed by Miss Mason with regard to "English subjects." Miss Mason bases all humanistic work on a study of history, and from the earliest age devotes much time to it, demanding from the first, independent study on the part of the child. The books he is to use are selected with the greatest care; mere text-books and readers are discarded and those of living interest chosen. Miss Mason allots a certain portion for the study of each class each term: the child reads part of this daily in lesson hours, and the teacher's function is confined to directing the work, inspiring interest and setting some test that demands reflection, *e.g.*, calling on the child from time to time to narrate something of what he has read. During the term a great deal of ground is covered, and towards the end a few test questions sent by Miss Mason are answered, children who are too young to write dictating their answers to others. Some hundreds of these answers were submitted to us for inspection, and we are of opinion that they bear out Miss Mason's belief that her system has succeeded:—

- (1) In forming habits of concentration and of independent study at an early age.
- (2) In overcoming, to a large extent, the difficulties of English composition and spelling.
- (3) In imparting a considerable amount of knowledge of various kinds.

We watched a small school at work on Miss Mason's system, and discussed freely with her various questions that were raised. Her testimony was supported by those present, who, as parents or teachers, had personal knowledge of the work, and in particular, by the Headmasters of two Preparatory Schools who have adopted the Parents' Union Scheme for their lower classes.

Detailed information may be obtained from the Hon. Secretary, Mrs. FRANKLIN, 50, Porchester Terrace, London, W.

(Signed) W. C. COMPTON, Head Master, Dover College.
 B. FIELD HALL, Principal, High Cliff School, Scarborough.
 MARGARET I. GARDINER, Head Mistress, St. Felix School, Southwold.
 ETHEL GAVIN, Head Mistress, Notting Hill High School, London, W.
 C. H. GIBBS, Principal, Sloane Street Preparatory School, S.W.
 CECIL GRANT, Head Master, Keswick School.
 BERTRAM HAWKER, Member of Education Committee, South Australian Government.
 F. HAWKESWORTH, The Vicarage, Ambleside.
 LIONEL HELBERT, Principal, West Downs Preparatory School, Winchester.
 S. HERON, Head Mistress, Wyggeston Girls' High School, Leicester.
 JULIA F. HUXLEY, Principal, Prior's Field, Godalming.
 CYRIL JACKSON, formerly H.M.C.I.
 L. KJELLBERG, Principal, Fridhem, King's Lynn.
 C. LOWRY, Head Master, Sedbergh School.
 E. R. MURRAY, Lecturer, Maria Grey Training College.
 CLAUDE H. PAREZ, formerly H.M.C.I.
 MARY WOLSELEY LEWIS, Head Mistress, Church of England High School, Eaton Square, S.W.
 E. WOODHOUSE, Head Mistress, Clapham High School, London, S.W.
 J. WYNNE EDWARDS, Head Master, Leeds Grammar School.

4th July, 1906.

This letter resulted in a very large increase of private families and schools working in the Parents' Union School.

The testimony of a Secretary of one of the Branches, who was present, may be quoted. "The marvellous surroundings, the beauty of light and colour everywhere made it a picture impossible to forget, and the most striking fact in our visit seemed to me the moral and spiritual atmosphere of the House of Education. The women who are to teach and train and be

with our children have been trained in a school undefiled by worldliness, by self-seeking, by any taint of greed for money, or of that striving for success, popularity and advertisement. They have learnt to appreciate the beauty of nature, the beauty of holiness, and the reverence for innocence. And into the syllabus, time-tables, choice of books, etc., is breathed the same spirit."

Annual Conference. The Conference, the programme of which is appended below, was held at the Pavilion Rooms, Brighton.

PROGRAMME.

"The Child is Father of the man,
And I could wish my days to be
Bound each to each by natural piety."

FRIDAY, NOVEMBER 2nd.

Noon, 12. Address of Welcome. Moved by ALICE, COUNTESS OF CHICHESTER. Acknowledged by LADY CAMPBELL. Attendance 75.

Afternoon, 2.30. Dr. NEWSHOLME in the Chair.
"Some Thoughts on the Early Teaching of Children." Miss CLEMENTINA BLACK. Attendance 185.

"The Teaching of History to Young Children," with practical illustrations, by Miss E. A. PARISH, ex-student of the House of Education, and Co-principal of Spange Hawe School, Ewhurst. Attendance 190.

"P.N.E.U. in the Nursery." Mrs. McKECHNIE. Attendance 120.

Evening, 8.30. Mrs. DEVONSHIRE in the Chair.
"The Art of Story-Telling," with illustrations. A. BURRELL, Esq., Principal of Borough Road Training College. Attendance 110.

SATURDAY, NOVEMBER 3rd.

Forenoon, 10.30. The Rev. B. TOWER, M.A., Headmaster of Lancing College, in the Chair.

"The Place of Classics in Modern Education." Dr. ROUSE, Headmaster of Perse Grammar School, Cambridge. Attendance 120.

11.45. "On the Difference of Methods of Teaching in Belgium and England." M. ROGER DE GOEIJ-HAMPSON. Attendance 160.

Afternoon, 2.30. T. READ, Esq., Headmaster of Brighton Grammar School, in the Chair.

"The Ambleside Scheme of Education." The Rev. W. C. COMPTON, Headmaster of Dover College. Attendance 150.

3.30. The Hon. Mrs. EDWARD STUART WORTLEY in the Chair.
*"Time and How to Use it." Mrs. CREIGHTON. Attendance 350.

4.30-6 Reception at Windlesham House, by kind invitation of Mrs. SCOTT MALDEN.

MONDAY, NOVEMBER 5th.

Forenoon, 10.30. LADY CAMPBELL in the Chair.

"The Care of Growing Girls." Miss HELEN WEBB, M.B., Lond., Medical Officer to St. Paul's School for Girls, London. Attendance 190.

11.30. The Rev. CANON HOSKYNs in the Chair.
"Some Duties and Responsibilities of Early Manhood." The Right Hon. THE EARL OF LYTTON. Attendance 200.

Afternoon, 2.30. A. O. JENNINGS, Esq., in the Chair.

"Courage and Citizenship." Dr. G. R. PARKIN, C.M.G. Attendance 230.

3.30. "Education in the Outdoor Life." ERNEST THOMPSON SETON, Esq. Attendance 340.

5. Mrs. WILBERFORCE in the Chair.

"The Joys and Interests of Motherhood." Mrs. E. L. FRANKLIN (Hon. Org. Secretary). Attendance 120.

TUESDAY, NOVEMBER 6th.

Forenoon, 10.30. The Rev. GERALD HENRY MOOR, M.A., in the Chair.
"Education in Sweden." The Hon. Mrs. EDWARD STUART WORTLEY. Attendance 120.

"An Animating Curriculum, Parents' Union School Teaching from a practical Teacher's point of view." Miss FIELD HALL, Principal of High Cliff School, Scarborough. Attendance 130.

Afternoon, 2.30. The Right Hon. The EARL OF LYTTON in the Chair.
"Notes on Life from Forty to Sixty." Mrs. EARLE. Attendance 200.

3.30. "Personal Recollections of Pasteur as an Old Man." Paper by Mons. RENÉ VALLERY-RADOT, translated and read by Mrs. DEVONSHIRE. Attendance 200.

4.45. "Reception at Roedean, by kind invitation of Miss LAWRENCE.

* Lecture especially directed to girls.

PARENTS' NATIONAL EDUCATIONAL UNION, CENTRAL OFFICE ACCOUNTS.

BALANCE SHEET, 31st December, 1906.

LIABILITIES.			ASSETS.		
	£	s. d.		£	s. d.
To Sundry Creditors	240	15 10	By Sundry Debtors	88	8 9
„ Sundry Reserves	17	6 6	„ House of Education Fees Outstanding	68	0 0
„ General Revenue Account, Balance	144	4 3	„ Books Account (Stock at cost, as certified by the Secretary) ..	99	9 4
			„ Debtors as per list	28	11 0
			„ Cash at Bank	117	2 6
			„ Cash in Hand	2	14 2
	£402	6 7		£402	6 7

REVENUE ACCOUNT, 1st JANUARY to 31st December, 1906.

EXPENDITURE.			INCOME.		
	£	s. d.		£	s. d.
To Rent, Gas, Coal, Salaries, &c. ..	191	1 9	By Subscriptions and Donations ..	86	14 3
„ Printing and Stationery	137	10 1	„ Capitation Fees	46	19 5
„ Postages and Parcels	31	3 11½	„ Affiliation Fees	0	13 0
„ Office Furniture and Fittings ..	12	19 0½	„ House of Education	46	12 0
„ Meetings	2	4 7	„ Literature	33	5 10
„ Subscriptions paid out	9	9 10	„ Books	35	3 11
„ Travelling	1	14 5	„ Balances returned from Branches ..	8	18 8
„ Balance, being profit for the year, transferred to General Revenue Account	21	3 6½	„ The Parents' Review	149	0 1½
	£407	7 2½		£407	7 2½

I have compiled the above Accounts from the Books and Vouchers of the Parents' National Educational Union and the *Parents' Review*, and I certify the same to be in accordance therewith.

79, Gracechurch Street, E.C.,
15th March, 1907.

W. T. WALKER,
Chartered Accountant.

SESSION 1906-1907.

BELGRAVIA BRANCH.

Committee :

Mrs. PERCY BIGLAND
GERALD CAMPBELL, Esq.
Hon. Mrs. FREMANTLE
Hon. Mrs. R. FREMANTLE
Mrs. GEDDES

Mrs. KERSEY
Miss WOLSELEY-LEWIS
Mrs. RAWSTORNE
Mrs. RAYNOR
Mrs. EDWARD TUFNELL

Hon. Secretary : Mrs. ALMERIC FITZROY, 55, Lower Belgrave Street, S.W.

Hon. Treasurer : GERALD CAMPBELL, Esq.

Branch Representative : Lady CAMPBELL, The Lodge, Thames Ditton.

Annual Subscription (a) with *Review*, 10s. ; (b) without *Review*, 5s.

Number of Members, 138.

List of Lectures and Meetings :—

April 4th, 1906.—“ The Relation of the First Three Gospels to the Fourth.”
Canon SCOTT HOLLAND.

June 8th, 1906.—“ Children's Songs.” Mr. WALTER FORD.

November 22nd, 1906.—“ German Secondary Schools and English Public
Schools.” Professor MICHAEL SADLER.

December 4th, 1906.—“ The Two Conferences of 1906.” Lady CAMPBELL.

December 6th, 1906.—“ English and American Education.”
W. C. FLETCHER, Esq.

January 14th, 21st, 28th, February 4th, 1907.—“ The History of the
Church.” Rev. E. H. PEARCE.

January 28th.—“ Schools and Holidays : What is the Parents' Part ? ”
Mrs. ERNEST FRANKLIN.

February 6th, 1907.—“ L'Education de la Jeune Fille en France.”
Mrs. SLEIGH.

March 7th, 1907.—“ Education in Japan.” Miss KITA HASEGAMA.

NATURAL HISTORY CLUB.

EXCURSIONS.

Conducted by Miss ENA POWELL.

May 16th, 1906.—Alpine House, Rockery and Herbaceous ground. Kew
Gardens.

May 23rd, 1906.—Trees. Epping Forest.

May 30th, 1906.—Pond Life. Totteridge Common.

June 6th, 1906.—Riverside Flora. Richmond, Twickenham.

June 13th, 1906.—Common Flora and Pond Life. Wimbledon Common.

June 20th, 1906.—Pond Life—Animal. Walthamstow.

June 27th, 1906.—The Rose Dell, The Rosacea Borders, Temperate House,
Lake, Azalea Garden, Water Lily House. Kew Gardens.

July 5th, 1906.—Common Flora. Hampstead Heath.

October 30th, November 20th, 1906.—Two Lectures given by Miss DUNN-
INGTON on “ Bees and their Habits.”

WALKS IN THE ZOO.

Conducted by FRANK FINN, Esq., B.A., F.Z.S.

October 3rd, 1906.—Lecture 1. General principles of classification. The
leading divisions of the animal world.

October 10th, 1906.—Lecture 2. The classes of vertebrate animals and
their distinctions: Mammals, Birds, Reptiles, Fish.

October 17th, 1906.—Lecture 3. The Orders of Mammals and their
characteristics.

October 24th, 1906.—Lecture 4. Carnivorous Mammals and Hoofed
Mammals. The families belonging to each.

October 31st, Lecture 5. The other Mammalian Orders, and the families
belonging to each.

November 7th, 1906.—Lecture 6. Classification of Birds: The Flightless
Birds; the Ostrich and Penguin Orders; the leading groups of
Flying Birds.

November 14th, 1906.—Lecture 7. Reptiles and Amphibia: their dis-
tinctions and classification.

November 21st, 1906.—Lecture 8. Classification of Fish.

November 28th, 1906.—Lecture 9. The Arthropods: Distinction of
Insects, Crustacea, Spiders, &c. Classification of the Insects.

December 5th, 1906.—Lecture 10. Molluscs and other non-vertebrate
animals other than Insects and their allies.

The Discussion Circles have sat through February and March, and
have read and discussed Bishop Creighton's *Thoughts on Education*, and
Mr. Benson's *Schoolmaster*.

BIRMINGHAM BRANCH.*President* : Mrs. R. C. GIBBINS.*Vice-Presidents* :

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Mrs. BISHOP	ARCHIBALD KENRICK, Esq.
Mrs. GEORGE CADBURY	Alderman J. H. LLOYD
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Branch Representative :

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Annual subscription (a) with *Review*, 8s. 6d., 10s. if *Review* has to be posted; (b) without *Review*, 3s. 6d.

Number of Members, 111.

List of Lectures and Meetings :—

October 17th, 1906.—“Pianoforte Method.” Mrs. SPENCER CURWEN.
 November 7th, 1906.—“Brothers and Sisters and the Only Child.”
 Mrs. CLEMENT PARSONS.
 December 5th, 1906.—“The Psychology of Personality.” Dr. SCHOFIELD.
 February 12th, 1907.—“Education of Children under the School Age.”
 Miss JOYCE.
 March 19th, 1907.—“Romeo and Juliet: Children of Discord.”
 Miss H. M. WOOLLEY.

BOLTON AND FARNWORTH.*President* : Mrs. E. T. CROOK.*Committee* :

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Annual Subscription, 2s. 6d. *The Parents' Review* can be obtained from the Central Office, 6s. 6d., post free.

Number of Members, 38.

List of Lectures and Meetings :—

December 4th, 1906.—“Are Recent Developments in Girls' Education the best preparation for Wifehood and Motherhood?” Mrs. PHILP.
Bolton Education Societies Lectures to which the P.N.E.U. Members are admitted :—
 November 23rd, 1906.—“Co-Education.” The Rev. CECIL GRANT, M.A.
 January 25th, 1907.—“The Newer Teaching of Geography.”
 Mr. H. C. MARTIN, F.R.G.S.
 February 11th, 1907.—“What do we mean by saying Schools should prepare Children for Life?” Professor SADLER.
 March 15th, 1907.—Discussion on Home Lessons.

There have also been three lectures in connection with the M.U. to which members of the P.N.E.U. were invited and the M.U. members received invitations to the lecture by Mrs. PHILP.

BOURNEMOUTH AND BOSCOMBE BRANCH.*President* : Mrs. ROLLO RUSSELL.*Chairman* : The Rev. PHILIP JOHNSTONE.*Vice-Chairman* : HERBERT SUTTON, Esq.*Committee* :

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Dr. GUNTON TURNER	Mrs. B. SCOTT
Mrs. KINSEY	Mrs. SHARPE
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Branch Representative :
 HERBERT SUTTON, Esq., Ravenshall, Chine Crescent Road, Bournemouth.
 Annual Subscription (a) with *Review*, 8s. 6d.; (b) without *Review*, 3s. 6d.
 Number of Members, 43.

List of Lectures and Meetings :—

November 13th, 1906.—“Children's Books.” Mrs. CRUMP.
 December 14th, 1906.—“Music as an Educational Subject.”
 Miss HOLLAND.
 January, 1907.—“The Teaching of Mathematics to young Children.”
 FRAÜLEIN BORSCHÉ.
 February, 1907.—“The Development of Personality.”
 Miss FAIRBROTHER.
 March 4th, 1907.—“On Memory.” Dr. COWIE.
 April, 1907.—Practical address on “Some Wild Flowers.”
 Miss C. AGNES ROPER.
 During the Christmas Holidays Mr. BROWNEN gave a Lecture to Children on “Christchurch Priory and Keep,” illustrated by Lantern slides.

BRENTFORD AND DISTRICT BRANCH.

Chairman: Mrs. DEVONSHIRE.

Committee:

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Miss CROSS	W. REGESTER, Esq., J.P.
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Hon. Secretary and Treasurer:

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Branch Representative:

Mrs. DEVONSHIRE, Highclere House, Heston, Middlesex.

Annual Subscription (a) with *Review*, 7s. 6d.; (b) without *Review*, 5s.
Number of Members, 24.

List of Lectures and Meetings:—

June 15th, 1906.—“Hopes and Fears for Education.”
Miss ALICE WOODS, Maria Grey Training College.
October 26th, 1906.—“Treatment of an English Classic with a Voluntary Class.” A. BURRELL, Esq., Principal, Borough Road College.
November 15th, 1906.—“Moral and Mental Education in Extreme Youth.”
Rev. J. ARBUTHNOT NAIRN, Headmaster Merchant Taylors' School.
December 12th, 1906.—Paper on “Personal Recollections of Pasteur as an Old Man.” Translated and read by Mrs. R. L. DEVONSHIRE.
January 25th, 1907.—“Pleasures of Teaching.”
Mr. W. T. KENWOOD, Headmaster of Isleworth County School.
March 7th, 1907.—“Teaching of Nature Study.” Miss B. ETHELWYN MACKIE, Science Mistress, Green Secondary School for Girls, Isleworth.

Three excursions took place in Summer, 1906,—One to Stoke Pogis; one to St. Albans; one to Ashtead.

BRIGHTON, HOVE AND DISTRICT BRANCH.

President: Lady LOUISE LODER.

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COUNTESS OF CHICHESTER	Mrs. HOSKYNs
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Assistant Hon. Secretary and Hon. Treasurer:

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Annual Subscription (a) with *Review*, 10s. 6d., Country members, 7s. 6d.;
(b) without *Review*, 5s., Country Members, 2s. 6d.

Number of Members, 103.

List of Lectures and Meetings:—

The Tenth Annual Conference was held in Brighton from November 2nd to November 6th, 1906, and took the place of the usual autumn lectures.
February 14th, 1907.—“Principles and Objects of P.N.E.U.”
Mrs. FRANKLIN.

March 13th, 1907.—“Some Aspects of Patriotism.” Rev. FELIX ASHER.

A Weekly Reading Circle is held to read and discuss Miss Mason's *Home Education*.

BRISTOL BRANCH.

President: Dr. C. LLOYD MORGAN.

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JOHN FISHER, Esq.	Mrs. CROSBY WARREN

Hon. Secretary: Mrs. E. T. DANIELL, 23, Downleaze, Stoke Bishop, Bristol.

Hon. Treasurer: F. C. TUCKETT, Esq., Leigh Woods, Clifton, Bristol.

Branch Representative:

Mrs. STANLEY H. BADOCK, Downleaze, Stoke Bishop, Bristol.

Annual Subscription (a) with *Review*, 10s., Country Members, 10s. 6d.;
(b) without *Review*, 5s.

Number of Members, 84.

List of Lectures and Meetings:—

November 7th, 1906.—The President and Council “At Home” to Members and Friends. The Rev. E. I. FRIPP lectured on “Child Life in English Painting, from Hogarth to Millais.”

December 14th, 1906.—“The Education of Citizens.”
W. TEMPLE, Esq., Fellow of Queen's College, Oxford.

January 7th, 1907.—“A Talk to Children about Pictures.”
W. AVERS DUNCAN, Esq.

January 22nd, 1907.—Miss EVA HUGHES “At Home” to Members and Friends. Miss E. P. HUGHES, late Principal of Cambridge Training College, lectured on “Politeness, what it is and how it can be Cultivated in Children.”

February 13th, 1907.—“The Teaching of Modern Languages to Children.”
OTTO SIEPMANN, Esq., Clifton College.

March 6th, 1907.—“Children and Schools.” Dr. J. O. SYMES (Medical Officer to Clifton College).

BRONDESBUURY AND WEST HAMPSTEAD BRANCH.

Presidents: Mr. and Mrs. H. B. GARROD.

Vice-Presidents:

C. W. CUNNINGTON, Esq., M.R.C.S.

Miss ALICE WOODS.

Committee:

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Mrs. C. W. CUNNINGTON
Rev. L. M. D'ORSEY
A. W. GEORGE, Esq., M.D.

Mrs. A. W. GEORGE
Mrs. C. V. GRANVILLE
Mrs. ROBERTS
Mrs. SCARTH

Hon. Secretary and Treasurer:

Miss E. MABEL CASE, Winkworth Hall, Brondesbury.

Annual Subscription: without *Review*, 2s. 6d. The *Parents' Review* can be obtained from the Central Offices, 6/6 post free.

Number of Members, 47.

List of Lectures and Meetings:—

THE DEVELOPMENT OF THE INDIVIDUAL FROM INFANCY TO MATURITY.
October 5th, 1906.—"Nursery Life." Miss HELEN WEBB, M.B.
November 12th, 1906.—"Kindergarten Life." Miss E. R. MURRAY, Head of the Kindergarten Department of the Maria Grey Training College.
December 6th, 1906.—"School Life up to fourteen years of age." C. E. RICE, Esq., of West Heath School, Hampstead.
January 25th, 1907.—"School Life above fourteen years of age." JOHN RUSSELL, Esq., M.A., of King Alfred School, Hampstead.
February 12th, 1907.—"College Life." Professor ADAMS, Principal of the London Day Training College.
March 5th, 1907.—"Daughters at Home." Miss ALICE WOODS, Principal of the Maria Grey Training College.
There is a very successful Natural History Club, of which Mrs. DOUGLAS WILSON of 17, Buckley Road, Brondesbury, is Hon. Secretary and Treasurer.

RAMBLES.

May 28th, 1906.—Kew Gardens. Leader—The Secretary.
June 2nd, 1906.—Stanmore Common. Leader—Mr. J. WHITING, Naturalist.
June 15th, 1906.—Zoological Gardens. Leader—The Secretary.
June 30th, 1906.—Epping Forest. Leader—Mr. J. WHITING, Naturalist.
July 7th, 1906.—By Steamer to Greenwich Park. Leader—Rev. L. M. D'ORSEY, M.A.
July 13th, 1906.—Northwood. Leader—The Secretary.
July 20th, 1906.—Ken Wood (by kind permission of Lord Mansfield). Leader—Mr. J. WHITING, Naturalist.
September 22nd, 1906.—Northwood. Leader—The Secretary.

The exhibition of member's work and distribution of prizes took place at 86, West End Lane, in December, by kind permission of Dr. and Mrs. CUNNINGTON.

CENTRAL OFFICE, LONDON.

Secretary: Mrs. HAROLD LOCK, 26, Victoria Street, S.W.

Number of Members, 254, and 157 subscribers to the *Parents' Review*.

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Annual Subscription (a) with *Review*, 7s. 6d.; (b) without *Review*, 3s. 6d.
Number of Members, 41.

List of Lectures and Meetings:—

November 1st, 1906.—"Is Punishment Justifiable?" HUGH PEARS, Esq.
December 4th, 1906.—"Wild Nature's Ways." R. KEARTON, Esq.
January 25th, 1907.—"Home Lessons." Professor ADAMS.
March 1st, 1907.—"Relations between Home and School." Miss LEAHY.

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Annual Subscription (a) with *Review*, 10s.; (b) without *Review*, 5s.
Number of Members, 75.

List of Lectures and Meetings:—
 September 12th, 1906.—“How to observe a child; what to look at and what to look for.” Dr. FRANCIS WARNER, M.D., F.R.C.P., F.R.C.S. Eng., Physician to the London Hospital.
 September 19th, 1906.—“Types of Childhood.” Dr. FRANCIS WARNER, M.D., F.R.C.P., F.R.C.S. Eng., Physician to the London Hospital.
 September 26th, 1906.—“Mental Aptitudes and Faults.” Dr. FRANCIS WARNER, M.D., F.R.C.P., F.R.C.S. Eng., Physician to the London Hospital.
 October 17th, 1906.—“Education Treated as a Means of Dwarfing the Human Mind.” The Very Rev. THE DEAN OF DURHAM.
 November 14th, 1906.—“The Relations between Home and School.” Mr. F. H. DALE, H.M.I.
 December 10th, 1906.—“Physical Deterioration of the Race.” Rev. T. C. GOBAT.
 March 6th, 1907.—“Education: the Science of Relations.” Mrs. FRANKLIN, Hon. Organising Sec. to the P.N.E.U.

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Number of Members, 65.

List of Lectures and Meetings:—
 April 25th, 1906.—Geological Excursion to Matlock Bath.
 July 28th, 1906.—Botanical Excursion to Weston-on-Trent.
 October 3rd, 1906.—“Importance of Elocution in Training of a Child.” Miss NORMA SMITH.
 November 28th, 1906.—“Infant Mortality in Large Towns.” Mrs. WORTHINGTON.
 January 5th, 1907.—“Chemistry of Fire.” Mr. EVAN SMALL.
 February 28th, 1907.—Annual Meeting. “The Spirit of Loyalty.” Mrs. MEYNELL.
 March 26th, 1907.—“Charles Kingsley.” Mr. Crowther.

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Number of Members, 34.

List of Lectures and Meetings:—

September 28th, 1906.—“How Nature Sows her Seeds.”

Professor BOULGER, F.R.S.

October 26th, 1906.—“Fairy Tales.” Mrs. DOUGLAS WILSON.

November 30th, 1906.—“Earthquakes and Upheavals.”

C. CARUS WILSON, Esq.

February 5th, 1907.—“Should Children know our Motives?”

Dr. BATCHELOR.

February 19th, 1907.—“Mountaineering; its Pleasures, Dangers and Difficulties.” Mr. ORMISTON SMITH.

March 21st, 1907.—Annual General Meeting. “What is the Parent's Union, and why should I belong?” Lady CAMPBELL.

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Annual Subscription (a) with *Review*, 10s.; (b) without *Review*, 4s.

Number of Members, 115.

List of Lectures and Meetings :—
 May 30th, 1906.—“Development of Self-control in the Child.”
 Professor M. V. O'SHEA, Wisconsin University.
 November 9th, 1906.—“The Human Voice and the Development of
 Character through its Intelligent Use.” Mr. W. L. TOMLINS (U.S.A.)
 December 12th, 1906.—“Children's Literature.” Mrs. JACK.
 January 22nd, 1907.—“City Life for Working Lads.” Mr. ROBERT BLACK.
 February 28th, 1907.—“Shakespeare v. Education.” Mr. F. R. BEAVAN.
 March 26th, 1907.—“Some Aspects of American Education.” Dr. MOYAU.

There is a Children's Natural History Club which does excellent work.

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Annual Subscription (a) with *Review*, 10s. ; (b) without *Review*, 5s.

Number of Members, 40. (Counted by Subscription).

List of Lectures and Meetings :—

May 10th, 1906.—“The Parent in the Educational System.”
 Rev. RUSSELL WAKEFIELD.

October 11th, 1906.—“Some Problems in the Moral Education of Children.”
 Dr. MCCLURE.

November 9th, 1906.—“The Appeal to the Spiritual.”
 Mrs. JOHN HENDERSON.

December 13th, 1906.—“Education in Finchley Elementary Schools.”
 J. F. ALDER, Esq.

February 14th, 1907.—“Children's Activities: How to Employ them in
 School Education.” J. C. HUDSON, Esq.

March 14th, 1907.—“Should Children be sent to Boarding Schools, and if
 so, at what Age?” Members' Debate.

Six Talks to Working-class Mothers on “Infant Care and Management
 of Children,” were given on Wednesdays in October and November, from
 2.30 p.m. to 4 p.m., by Nurse HODGSON, who succeeded in holding their
 interest and earning their appreciation: there is encouraging testimony
 that her wise teaching is bearing fruit.

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Annual Subscription, without *Review*, 2s. 6d. The *Parents' Review* can
 be obtained from the Central Office, 6/6 post free.

Number of Members, 71.

List of Lectures and Meetings :—

November 15th, 1906.—“Nature Study.” Professor LUCAS KING.

December 11th, 1906.—“Mlle. Chassevant's System of Teaching Music.”
 Miss COWAN.

January 23rd, 1907.—“The Corstorphine School of Gardening for Women.”
 Miss BARKER.

February 28th, 1907.—“Physiology of Physical Exercise.”
 Dr. SOMERVILLE.

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Number of Members, 100.

- List of Lectures and Meetings :—
 October 16th, 1906.—“Music and Life: a New Force in Education.”
 Professor W. L. TOMLINS.
 November 21st, 1906.—“The Encouragement and Inspiration of the
 Brighton Conference.” Lady CAMPBELL.
 December 11th, 1906.—“England's First Story Teller (Chaucer).”
 Miss D'ESTERRE.
 January 30th, 1907.—“A Via-media in Modern Language Teaching.”
 CLOUDESLEY BRERETON, Esq., M.A.
 March 4th, 1907.—“Can Religion be Taught to Children.”
 Rev. PERCY DEARMER, M.A.
 March 18th, 1907.—“The Training of our Daughters.” Mrs. CREIGHTON.
 Three Talks to Children's Nurses were given by Miss EVANS (Ex-Student
 House of Education), in November, 1906.

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Number of Members, 42.

List of Lectures and Meetings :—

- October, 1906.—“The Teaching of Drawing in Secondary Schools.”
 T. R. ABLETT, Esq.
 October, 1906.—“The Ethics of Laughter.”
 R. DIMSDALE STOCKER, Esq.
 November, 1906.—“Some Points on Care and Feeding of Infants and
 Young Children.” Dr. A. WILLIAMS.
 December, 1906.—“Parents' Review School Methods.” Mrs. FRANKLIN.
 January, 1907.—“Happiness in Work.” Miss LILY MONTAGU.
 February, 1907.—“P.N.E.U. Methods of Teaching,” with demonstration
 lesson. Miss PARISH.
 March, 1907.—“Domestic and Professional Training for Girls.”
 Mrs. MCKILLOP, M.A.

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Number of Members 247.

List of Lectures and Meetings :—

- June 19th, 1906.—“Child Life in Japan.” Miss MIYAKAWA.
 October 15th, 1906.—“Music as an Educational Subject,” with Illustrations.
 Miss HOLLAND.
 November 19th, 1906.—“Education and National Needs.”
 Rev. A. A. DAVID, Headmaster of Clifton College.

December 12th, 1906.—"Parenthood." Mrs. BRAMWELL BOOTH.
 December 12th, 1906.—"Culture and Self-Culture" (to Young People).
 The Rt. Rev. the LORD BISHOP OF RIPON.

February 4th, 1907.—"The Proper Feeding of Infants."
 Dr. EDMUND CANTLEY, Physician to the Belgrave Hospital for
 Children, and the Metropolitan Hospital.

February 27th, 1907.—"Mothers and Sons." Mrs. STEINTHAL.

March 14th, 1907.—"The Place of the Home in the Teaching of our Language
 and Literature." Professor H. FRANK HEATH.

A Reading Circle, conducted by Mrs. STIRLING, and attended by six
 ladies, was held on alternate Friday mornings during the winter months.
 The *Home Education Series* was read.

A Series of Talks to Nurses, based on *Home Education*, was given by
 Miss EVANS, ex-student of the House of Education and co-Principal of the
 School at 13, Chilworth Street, W., on Tuesday evenings, January 29th,
 February 12th and 26th. Ten Nurses of members attended the course.

A Series of Talks to Children was given in the British Museum, by
 Mrs. EPPS, during the autumn and spring.

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Annual Subscription (a) with *Review*, 8s.; (b) without *Review*, 2s. 6d.

Number of Members, 102.

List of Lectures and Meetings:—

October 16th, 1906.—"Sunday; How to use it for the Best Advantage for
 our Children." Dr. BICKERSTETH, Vicar of Leeds.

November 16th, 1906.—"The National League of Physical Education."
 The BISHOP OF RIPON.

December 12th, 1906.—"The Use of the Phonograph in Teaching Modern
 Languages." Mrs. J. G. FRAZER.

February 8th, 1907.—"The Teaching of History in Connection with our
 Cathedrals." Mrs. J. HENDERSON.

March 20th, 1907.—"The Employment of Leisure." A. ROWNTREE, Esq.

A Natural History Club for Children, conducted by Miss MARY SIMPSON,
 numbers about 60 members.

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 Number of Members, 35.

List of Lectures and Meetings:—

October, 1906.—"The Training of Children." Miss STANLEY.

November 8th, 1906.—"Home Discipline." Mrs. ARTHUR JAMES HESWALL.

December 14th, 1906.—"Recreation." Mrs. ALLAN BRIGHT.

January 17th, 1907.—"Co-operation between Home and School."
 Miss FLORENCE MELLIS.

February 9th, 1907.—"How Mind and Body Affect Each Other."
 Dr. IVENS.

March 14th, 1907.—"Mothers and Daughters." Mrs. MACCUNN.

Associated with this Branch, Practical Classes have been held in
 Inexpensive Cookery, 12 demonstrations, attendance 35; Cutting Out
 Children's Garments, 10 lessons, attendance 15; Care of Infants and Young
 Children, 8 lessons, attendance 25.

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Annual Subscription (a) with *Review*, 10s.; (b) without *Review*, 3s. 6d.

Number of Members, 33.

List of Lectures and Meetings:—

October 25th, 1906.—"The Training of Ambition." Rev. Canon SKRINE.

November 21st, 1906.—"A Few Experiences of Forty Years with Boys."
 Rev. WALTER EARLE.

February 14th, 1907.—"Uniformity of Ideals Among Parents."
 Mrs. ENNIS RICHMOND.

March 19th, 1907.—"A Foster Parents' Point of View." Mr. HOWSON.

A small Reading Circle is just beginning a tentative existence.

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Annual Subscription (a) with *Review*, 7s. 6d. ; (b) without *Review*, 2s. 6d.

Number of Members, 100.

List of Lectures and Meetings :—

- October 29th, 1906.—“Education and National Needs.”
The Rev. A. A. DAVID, Headmaster of Clifton College, Bristol.
- November 10th, 1906.—Annual Exhibition by the Juvenile Members of the Natural History Club at the Abbey Hall.
- November 20th, 1906.—“Bread and Butter first, Cake afterwards.”
Miss LUCY SHAKESPEARE.
- December 12th, 1906.—Bible Lesson to Children under eleven.
Miss E. A. PARISH (ex-Student of the House of Education).
- January 29th, 1907.—“Should Children know our Motives.”
The Rev. A. BATCHELOR, D.D.
- February 20th, 1907.—“Children and Literature.”
Miss E. J. MORLEY, Associate of King's College. Lecturer on English Literature and Language at University College, Reading.
- March 18th, 1907.—“The Influence of School Life on the Eyesight.”
R. PHILIP BROOKS, Esq., F.R.C.S., Ophthalmic Surgeon to the Tottenham Hospital.

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Annual Subscription, with *Review*, 10/-

Number of Members, 56. (Hon. Members, 6.)

List of Lectures and Meetings :—

- October 30th, 1906.—“Schoolmasters and Schoolmistresses.”
Rev. Dr. Tancock.
- November 20th, 1906.—“The Parent and a National System of Secondary Education.” Rev. C. Mackie.
- February 22nd, 1907.—“The Parent and the State.”
Ven. Archdeacon Daniell.
- March 21st, 1907.—“Unconscious Education.”
W. G. de Burgh, Esq., M.A., Oxon.

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Annual Subscription (a) with *Review*, 10s. ; (b) without *Review*, 5s.

Number of Members, 26. (Hon. Members, 6.)

List of Lectures and Meetings :—

May 28th, 1906.—“The Romantic Element in Morality.”
Mr. G. K. CHESTERTON.

June 30th, 1906.—“Nature Study.” Miss PENNETHORNE.

October 19th, 1906.—“Flower Forms.” Professor HULME.

November 26th, 1906.—“Home and Its Influence on Health.”
Mrs. CLARE GOSLETT.

December 11th, 1906.—“Crabs and Lobsters.” Rev. THEODORE WOOD.

February 6th, 1907.—“Ambidextral Culture in the Home and in the School.” Mr. JOHN JACKSON, F.E.I.S.

March 25th, 1907.—“Some Medical Aspects in the Management of Young Children.” Miss FLORENCE A. STONEY, M.D., B.S.

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Annual Subscription (a) with *Review*, 8s. 6d. ; (b) without *Review*, 3s. 6d.

Number of Members, 65.

List of Lectures and Meetings :—

October 12th, 1906.—“A Child's Introduction to Books.”

October 30th, 1906.—“Some Thoughts suggested by Educational Ideas and Experiments at the time of the Italian Renaissance.” Rev. Dr. BURGE, Headmaster of Winchester College.

November 20th, 1906.—“On some of the commoner faults in the management of children.” Dr. ORD.

February 6th, 1907.—“Preparation for Leisure.” Miss GRAY, Headmistress of St. Paul's Girls' School.

March 6th, 1907.—“The Religious Training of Children.”

Mrs. WORDSWORTH.

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Annual Subscription, without *Review*, 3s. 6d. The *Parents' Review* can be obtained from the Central Office, 6/6 post free.

Number of Members, 80.

List of Lectures and Meetings :..

October 3rd, 1906.—Presidential Address. Mrs. ACLAND. “How to Keep in Touch with our Children.” Mrs. J. WILHELM ROWNTREE.

November 13th, 1906.—“Extravagance.” Rev. T. E. LINDSAY.

December 1st, 1906.—“The Elements of Music.”

Miss A. SEPPINGS, L.R.A.M.

Feb. 5th, 1907.—“Health in the Home.” Dr. MARION MACKENZIE.

March 6th, 1907.—“Some of the Societies in which our Elder Children can take part as Young Citizens.” Short papers by Mrs. ACLAND, Mrs. E. R. CROSS, Mrs. T. J. HART, Miss FIELD HALL and Mrs. HANDCOCK.

A very interesting Reading Circle has been held weekly during the winter.

SURBITON, SURREY BRANCH.*President*: Mrs. ZIMMERN.*Committee*:Miss BLOXAM
Mrs. BROUGH
Miss E. M. BURNEYMiss COOKE
Mrs. GOODMAN
Mrs. JACOMB HOOD

Miss PROCTER

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Mrs. J. W. LONGSDON, 6, Claremont Gardens, Surbiton.

Branch Representative: Mrs. ZIMMERN, Oakhill Drive, Surbiton.
Annual Subscription (a) with *Review*, 10s.; (b) without *Review*, 5s.
Number of Members, 66.

List of Lectures and Meetings:—

- May 10th, 1906.—“Memory and Forgetfulness.” C. D. OLIVE, Esq.
 October 26th, 1906.—“The Training of Ambition.” The Rev. Canon SKRINE.
 November 24th, 1906.—“Modern Language Teaching.” L. VON GLEHN, Esq.
 December 11th, 1906.—“Mothers and Daughters.” Mrs. CREIGHTON.
 January 24th, 1907.—“The Teaching of Drawing.” T. R. ABLETT, Esq.
 February 28th, 1907.—“The Value of Original Thought in Children.” Dr. HELEN BOYLE.
 March 19th, 1907.—“Punishments.” DRYLAND HASLAM, Esq.

It is proposed to start Reading Circles, and this subject will be dealt with at the next meeting.

One Nature Study Walk was arranged last year and was enjoyed, and another is to take place about the middle of April this year.

WAKEFIELD BRANCH.*President*: The Right Rev. THE LORD BISHOP OF WAKEFIELD.*Chairman*: Mr. MERRY.*Vice-Chairman*: Dr. WILSON.*Committee*:Mr. WM BRIGGS
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Ven. Archdeacon DONNE
Mr. GLOVER
Miss HALL
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Hon. Treasurer: Mrs. STONEHOUSE, West Parade, Wakefield.Annual Subscription (a) with *Review*, 10s.; (b) without *Review*, 5s.

Number of Members, 49.

List of Lectures and Meetings:—

- April, 1906.—“Children's Interest in their Birthplace.” J. W. WALKER, Esq., F.S.A.
 November 6th, 1906.—A party of children were taken over Messrs. George Lee & Sons' Woollen Mills, by Mr. LIVESEY LEE.
 November 23rd, 1906.—“Time and Tide.” Sir ROBERT BALL.
 December 8th, 1906.—A visit was made to Messrs. Sanderson & Clayton's Printing Works.
 January 17th, 1907.—“The Mountains of Wales.” WM. G. FEARNSIDES, M.A., F.G.S.
 March 1st, 1907.—“Observation Drawing.” T. R. ABLETT, Esq.

A small Reading Circle has been held weekly at Boyne Hill for the reading and discussion of Miss Mason's works.

WANSTEAD AND WOODFORD BRANCH.*Vice-Presidents*:

Lady HAMILTON

Miss JACOB

Committee:Mrs. ASHBRIDGE
Mrs. GERALD DRUMMOND
Miss FREEMANThe Rev. A. SMYTHE PALMER, D.D.
Mrs. STEVENS
Mrs. WHITAKER

Mrs. WISE

Hon. Secretary: Mrs. HAYTER, B.A., 4, Forest Rise, Walthamstow.*Hon. Treasurer*: Mrs. C. BAKER, Elm Cottage, Snaresbrook.Annual Subscription (a) with *Review*, 7s. 6d.; (b) without *Review*, 2s. 6d.

Number of Members, 69.

List of Lectures and Meetings:—

- October 26th, 1906.—“The Union Jack.” Professor HULME, F.L.S., F.S.A.
 November 14th, 1906.—Report on Annual Conference. Mrs. HAYTER.
 November 28th, 1906.—“Punishments: their Use and Abuse in Education.” DRYLAND S. HASLAM, Esq.
 January 25th, 1907.—“Commonsense Hygiene.” Mrs. DIXON.
 March 11th, 1907.—“Hero Worship.” Miss MONTAGU.

WEYBRIDGE BRANCH.*President*: The Right Hon. THE EARL OF MEATH.*Committee*:Rev. SPENCER A. BULLER (Chairman)
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Mrs. BUTLER
Rev. R. M. CURWIN
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Hon. Treasurer: Mrs. M. E. SADLER, Eastwood, Weybridge.Annual Subscription (a) with *Review*, 10s.; (b) without *Review*, 5s.

Number of Members, 47.

- List of Lectures and Meetings:—
- October, 1906.—"How Parents may help forward true Education." Mrs. FRANKLIN.
- November, 1906.—"Backward Children." Dr. SAVAGE.
- December, 1906.—"Some Aspects of Watt's Teaching." Miss MARTINEAU.
- February, 1907.—"Observation Drawing." T. R. ABLETT, Esq.
- March, 1907.—Discussion: "What to do with our Young People when they leave School."

WINCHESTER BRANCH.

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Branch Representative:

The Hon. Mrs. D. CARNEGIE, Rose Hill, Longwood, Nr. Winchester.

Annual Subscription, with Review, 10/-

Number of Members, 37.

List of Lectures and Meetings:—

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| October 12th, 1906. | } "Formal Ideals of Life and Education. (Jane Austin, C. Bronte, G. Eliot)." Miss L. SHAKESPEARE. |
| November 9th, 1906. | |
| December 14th, 1906. | |
| October 13th, 1906.—"Snakes." | Rev. T. WOOD. |
| February 16th, 1906.—"Geology." | Mr. R. HODEY. |
| March 15th, 1907.—"Miss Mason's House of Education and Practising School." | Mrs. RANNIE. |

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Hon. Secretary and Treasurer: Mrs. W. KENT HUGHES.
Annual Subscription, 2s. 6d.

Number of Members, 20.

List of Lectures and Meetings:—

- June 12th, 1906.—"The Moral Training of Children." Rev. E. S. HUGHES.
- September 7th, 1906.—"Training for Commercial Life." Professor HARRISON MOORE.
- November 23rd, 1906.—"Treatment of Nervous Children." Dr. GERTRUDE HALLEY.

HAWTHORN SUB-BRANCH.

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Hon. Secretary: Mrs. GEORGE SWINBURNE.

Annual Subscription, 2s. 6d.

Number of Members, 46.

List of Lectures and Meetings:—

August 20th, 1906.—“The Habit of Truth.”
Rev. E. H. SUGDEN, M.A., B.Sc.
September 15th, 1906.—Drawing-room Meeting. “P.N.E.U. Teaching
on the Training of Children.” D. AVERY, Esq., M.Sc.
October 26th, 1906.—“Home Training in Preparation for School.”
Rev. Canon STEPHEN, M.A.

SUBURBS SOUTH OF THE YARRA SUB-BRANCH.

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Mrs. J. C. SYME

Hon. Secretary: Mrs. EMMET DILLON.

List of Lectures and Meetings:—

May 2nd, 1906.—At Annadale. “Education.” Mr. E. E. DILLON,
LL.B., B.A.
June 2nd, 1906.—Drawing-room Meeting, Church of England Grammar
School, South Yarra. “Some Thoughts on Elementary Education.”
Mr. HAMILTON FLETCHER. “Kindergarten Work,” Mrs. PRESTON
LL.B.
August 25th, 1906.—Drawing-room at Mrs. EDWARD BAGE’S, Cranford,
St. Kilda East. “The Preparatory Schoolboy and His Mother.”
Mr. L. A. ADAMSON, Besley College. “The Development of
Reverence,” Canon STEPHEN.
October 12th, 1906.—Toorak Girls’ Grammar School. “The Parent as a
Citizen.” Mr. DONALD MCKINNON, President.

THE HOUSE OF EDUCATION, AMBLESIDE.

“For the Children’s Sake.”

Man cannot propose a higher or holier object for his study than
Education.—PLATO.

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Examiners:

The Rev. C. H. PAREZ, M.A., late Chief H.M. Inspector of Schools, Examiner
in Practical Teaching, Psychology, and the Theory of Education.
The Rev. A. THORNLEY, F.L.S., F.E.S., Examiner in Nature Lore.
The National Health Society examines in Hygiene and Human Physiology.
The Board of Examinations for Educational Handwork examines in
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Principal:

Miss CHARLOTTE M. MASON.

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Miss F. C. A. WILLIAMS.

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Staff: Miss A. C. DRURY, Mdlle. MOTTU, Fräulein GRIMM (resident),
Miss M. SUMNER, Miss FIRTH, &c. (non-resident).

Applications for governesses and for admission to the School, and Mothers’ Education
Course should be made to the Office (26, Victoria Street, S.W.), between August 1st and
September 15th.

HOUSE OF EDUCATION, AMBLESIDE.

The OBJECT of the House of Education is to provide for women a special training in the knowledge and the principles which belong to their peculiar work, namely, *the bringing up of children*. It is needless to enlarge on the value of training in giving impulse and direction as well as knowledge and power; and this work on special lines should be of incalculable service to all who may, in any way, be concerned in education.

Candidates for admission must have received a sound education: these are—

- (a) Ladies (young ladies especially) who undergo training, not with a view to teaching, but solely to enable them to fulfil the more intelligently any natural guardianship of children to which they may be called. The admission of these does not depend on a preliminary examination.
- (b) *Primary Governesses*: that is, ladies who desire to qualify as governesses to young children. These must pass an easy entrance examination as a test of general knowledge.
- (c) *Secondary Governesses*: that is, ladies who wish to qualify as governesses to more advanced pupils. These should, as a rule, hold certificates of attainments, though such certificates are not indispensable, as the entrance examination affords a test. There is but one course of training; the division into (a) and (b) depends upon the students' previous attainments.

The work of this College may be classed broadly under the following heads:—

- I. Psychology, Ethics, and the History and Philosophy of Education. The aim of Education, as presented to the students, is, To produce a human being, at his best—physically, mentally, morally, and religiously—quicken by the enthusiasms of religion, of goodness, of nature, of knowledge, of art, of literature, and of manual work.
- II. The Practice of Education, under direction and criticism (in the Practising School, which is arranged on the lines of a Home Schoolroom); the work is tested by a lesson given by each student before the Inspector, the marks she receives going towards her Certificate.
- III. The Teaching of Modern Languages (French,* German and Italian) on the Gouin system. Much attention is paid to this branch of the work on account of its educational value; this lies chiefly in the training it affords in the power of attention, and to the imagination, as well as to the ear and vocal organs in perceiving and producing new vocables.
- IV. Nature-Lore, which includes the acquiring of familiar acquaintance with the natural objects—wild flowers and fruits, trees, bird and insect life—of this beautiful country; field work (in Botany, Natural History, Geography, and Geology) and the keeping and

* Great pains are taken to secure fluency and a good accent.

illustrating with brush drawings of a Nature Diary. The NATURE-LORE CERTIFICATE assures a knowledge which should enable the governess to gratify the intelligent curiosity of children, or to introduce her older pupils to the delightful pursuits of the field naturalist. The Nature Study is supplemented by definite scientific teaching in Biology, etc.

- V. Art: Modelling in Clay, Drawing in Charcoal and Water-Colour, and Brushwork, on broad artistic lines. The students have also weekly instruction in art, chiefly Italian, at the house of a friend, and the opportunity of seeing reproductions of those pictures and buildings described by Mr. Ruskin: they thus become acquainted, to some extent, with his ethical and artistic teaching, and prepared to guide the taste of their pupils, and to enjoy foreign travel with perceptive minds, and hearts, "more deeply satisfied and more divinely athirst."
 - VI. The teaching of Voice Production, Singing, and the Piano, on *educative* and intelligent methods.
 - VII. Hygiene. The students are examined for the diploma of the National Health Society which guarantees such knowledge of Human Physiology, etc., as will fit the holders to take intelligent care of children in health and to give intelligent help in sickness; and will enable them to teach on the lines on which they themselves have been taught. The art of taking walks, hockey, Ling's Swedish drill, and graceful calisthenic exercises with the ball, skipping-rope, etc., are amongst the means of health and happiness to the use of which the students are trained.
 - VIII. Arts and Crafts. Prominence is given to manual training both for its own sake and as giving a just balance to character, and a variety of interests in life. Among the subjects taught are card-board Sloyd, bookbinding, woodcarving, basket making, bent iron work, leather and brass work, needlework, knitting and netting. Cooking is taught so far as to enable the students to teach their pupils to cook.
- The students are trained to carry their pupils through the progressive classes of the Parents' Union School, which includes in its programme Latin, Mathematics, Literature, History, Geography, etc., in addition to those subjects indicated above.
- Special opportunities for literary culture are afforded.
- The training course for certificated teachers occupies Two Years.
- Students are not admitted under eighteen.
- The year is divided into three terms, Spring, Summer, and Winter; the First from the middle of January to the middle of April (usually *); the Second from the middle of April to the middle of July; the Third from the end of September to the middle of December.
- There are three vacations, Winter, Easter, and Summer. Part of the Summer vacation is spent by the senior students in Probationary Teaching.
- Students enter in January.

* The end of the First and the beginning of the Second Term vary with the occurrence of Easter.

Fees, payable in advance, £23 6s. 8d. a term.—Fees for books, stationery, and tools for handicrafts, examination fees, fees for outside classes, etc., 15s. a term.

The students pay for their own washing.

Students who enter for a non-professional training may be admitted somewhat under eighteen (e.g. at seventeen and a half), and such students may enter for one year, on the distinct understanding that they do not make professional use of their training.

Fees in such cases are the same as for the other students.

Such students, who do not propose to teach, and are unable to enter for a year, are received for a short course of a single Term. Fee, 30 guineas. These may enter for either of the three terms if there should be a vacancy.

Each student, on completing her training, must pay a fee of £5 to the Parents' National Educational Union. This fee, which entitles a student to the Parents' Review for two years, and to a life membership of the Union, may be paid in instalments, lasting over a year, to the Secretary of the P.N.E.U., at the Office, 26, Victoria Street, London, S.W.

This rule applies to all students excepting those who enter for a three months' course.

The House of Education is carried on in a finely situated building (including, besides sleeping and living rooms, Lecture Room, Work Room, Practising School, Gymnasium, etc.), in its own beautiful grounds.

The House of Education Certificate, which is awarded to successful students at the end of their training, upon their Examination in the Theory and Practice of Education, guarantees practical skill in teaching, some knowledge of the principles of Physical, Ethical, Intellectual, and Religious Education; and that the student is instructed to train nerve and muscle, intelligence, will, and conscience in such wise as to work towards the fullest development of children committed to her care. It also certifies a knowledge of methods of teaching and of text-books; and that the student is in touch with the best educational thought. It attests, too, that she is trained to educate the hand by means of useful and delightful Home Arts. This certificate testifies, in a word, to some degree of the "all-round" qualifications necessary to those who take in hand the education of boys up to ten years of age, and of girls up to the age of sixteen or seventeen. At that age a girl should be able to specialise, and the aid of a highly qualified specialist should be called in.

The Certificate will be awarded only when the student shows herself possessed of the—to adapt a phrase—enthusiasm of childhood, which makes all work of teaching and training heart-service done to God.

It is desirable that ladies who employ House of Education governesses should enter their children in the Parents' Union School. Also, that ladies inquiring for such governesses should not be at the same time in correspondence with other governesses seeking posts.

The interest felt in the House of Education is widespread, and it is not possible to supply the demand for governesses. Earnest and well-bred women who are looking out for good work are invited to offer themselves for training. The need of devoted co-workers in their labour of love is grievously felt by mothers, especially by some of those of the upper classes whose engagements press heavily upon them.

Apply to

The Secretary

HOUSE OF EDUCATION,
AMBLESIDE.

HOUSE OF EDUCATION.

INSPECTOR'S REPORT.

CHRISTMAS, 1906.

Called upon once more to visit in a quasi-official way this centre of educational impulse—which has made its radiations of influence felt already, it may be said, in a world-wide degree—the Ambleside House of Education, and feeling indeed that the lines on which I am to report have been already securely laid, I can perhaps not do better than, before describing what actually passed before me at my visit, give, for the sake of the uninitiated, some insight into the methods that are adopted, and that have, as the world knows, met with a very remarkable success.

In the endeavour to do this, I desire to mention, first of all, that while the qualifications of the several members of the staff have been carefully weighed, and only persons chosen into the circle whose diplomas, English or foreign, bespeak technical knowledge combined with mental activity; on the other hand, the curriculum is arranged, and the whole actual work of the staff, controlled, by the Principal, Miss Mason herself, in accordance with her own original ideas, with the able assistance of Miss Williams, the Vice-Principal.

The lessons therefore and exercises which came under my notice and of which an account will be given presently, together with the *prolusiones* of the students, must be regarded not only as having their own intrinsic importance and value, but as belonging to a well-thought-out, and, I may say, an elaborate system, and as samples of what is going on regularly and with graduated advance during the two years' course. Freedom indeed and initiative are desiderated for the students, and the production of the alertness of mind which arises from lively interest is always kept in view. Such alertness is in fact a marked feature, to be noticeably perceived among those who are finishing their course. But this result is not, and could not be, achieved without careful directing forethought and well-considered system. A certain substratum of knowledge is required of all who are admitted into the House, and then, in the training, two objects are kept in view. Partly, the training is directed towards providing the students with so much of theoretical and technical knowledge of the science of teaching as is necessary for their future duties, together with practical guidance in actual teaching. Then besides this pedagogical training, the system is directed towards the object of perfecting their acquaintance with modern languages, French in particular, but also, to a considerable extent, German and Italian, some proficiency also being achieved in Latin, and, further, in giving them adept skill in various other matters which are of importance for the great work that lies before them, such as nature study, arts and crafts, the principles of drawing and painting, and of dainty, scientific cookery. Excellence in reading and elocution is made a great point, and music and drill are taken in such a way as not only to be beneficial to the students themselves but also to render them trustworthy directors of the exercises of their pupils in future. In regard to the instruction in languages, the Gouin method is employed as a basis, but with considerable freedom and with special stress upon one of the objects of the method—that of inducing original thought and spontaneity of expression. At the same time, it is supplemented by exercises tending to make the students thoroughly conversant with the grammar. They thus become, as a matter of fact, familiarised with French. They are not only

able to read with facility but are fluent and correct in conversation. And with many of those who are just finishing their two years' course, the same may be said as regards their knowledge of German. Acquaintance with English literature is obtained partly by the stimulus of a Poetry Club, but also by independent study, fostered by the sympathy and congenial love of culture which mutual intercourse engenders, and stimulated by the intellectual atmosphere that pervades their surroundings. Not merely intellectual, however, is the atmosphere of the House of Education. No one who has been there but knows that without any ostentation indeed but in very truth, the love of what is pure, noble and of good report is alone cherished and coveted there. It is indeed not too much to say that the great aim of the training is to make the mind of each inmate a "mansion of all lovely forms," and that this aim is not unsuccessfully carried out.

I now proceed, as in former years, to give details of the incidents of my recent visit.

On the first evening, November 7th, an amusing French play, "Un Quartier Tranquille," was enacted by the students of the First Year, Mademoiselle Mottu taking of course the part of stage manager. The rest of the evening was passed with songs and music. Fraülein Grimm's aid was welcome on the occasion, especially in the much-regretted absence of Miss Barnett through temporary illness.

During the course of the next two days, lessons were given before me by all the mistresses, except Miss Barnett; but although she herself was unable to be present, the effect of her influence was felt in many ways; more particularly, in the quality of the reading of the senior students, in which distinct improvement has been made since she took up the subject, and in various crafts and the nature study note books. The use of these, it should be remembered, now become very general, was originally inaugurated here. The crafts taught, besides needlework, comprise in the First Year, basket work, clay modelling and Sloyd; in the Second Year, wood carving, brass work and bookbinding. Fraülein Grimm set her class, taken from Second Year students, to translate a piece of Dickens' Christmas Carol into German; some fifty or more lines being done in the lesson. A few of the more intractable words and phrases were quickly written, with their German counterparts on the blackboard. The students then proceeded to translate orally into German, with occasional assistance; this assistance being given by way of leading through verbal analogies to the selection of the right words, not by mere telling; and finally, at my request, the students wrote out the piece in German. These exercises were afterwards corrected, where necessary, by Fraülein Grimm; but, in fact, the corrections needed were but trifling. The test seemed to me a pretty severe one, and was met easily. It should be mentioned that throughout the lesson, Fraülein Grimm addressed the students entirely in German.

Similarly, Mademoiselle Mottu in giving her lesson, spoke to the students in French with a rapidity which indeed prevented loss of time but which appeared to be no strain upon the attention of her class. Her lessons are of a varied kind. The one that happened to be given before me was on slight differences of pronunciation, illustrated by words of equivocal sound. Special regard was had to points necessary to be kept in view in the teaching of children.

A class in Latin was taken by Miss Williams. Only one-and-three-quarter hours in the week among the juniors and two hours among the seniors can be spared to this subject. Nevertheless, the study of Latin here does not incur the reproach, so often flung upon it, of leading to a blind

alley; the students showing themselves able to cope with the *De Amicitia* of Cicero. Upon so small an expenditure of time, this is no mean result to have been achieved.

Miss Sumner gave a lesson before me on painting a sprig of Iris. Direction was given on the choice of colours and the methods of combining them in order to produce with a limited palette the right harmonious effect. Miss Sumner endeavours to cultivate in the students an artistic memory for "pose" and colours, the avoidance of mere mechanical work, and the aspiration after what is significant and expressive.

The domestic art of cookery is taught in no *dilettanti* fashion but with delightfully dainty results by Miss Firth.

I witnessed also the drill exercises, which are of a varied kind, and are performed with smartness and precision. Sergeant Thomas is engaged for this purpose, attending twice a week regularly. Miss Blandy, trained at the Bedford Physical Training College, gives periodical instruction in Ling's Swedish Physical Exercises.

The students read and recited before me, as usual, and marks were allotted, to be taken account of in the results of the examination. No one can be better qualified to give instruction in these important subjects than Miss Barnett.

I should add that the finale to my visit was an evening devoted to the reading of Molière's *Précieuses Ridicules*. The quite unexceptionable accent of several of the students was pleasant to hear.

C. H. PAREZ,

Formerly one of H.M. Chief Inspectors of Schools.

Report on Paper Examination.

The answers upon psychology show that the principles that need to be borne in mind in the right training of children, in the relation of teacher to pupil, have been thoroughly grasped, and supply a guarantee of the right direction of the aims of the students in their practical duties in the future. In these papers, as in those on method, good sense prevails even where, as sometimes happens, the writer takes refuge a little too much in generalities. The treatment of the value of the kindergarten, and the essays on games were discriminative and particularly good. The "methods" adopted by the students with young children will assuredly be on the right lines.

The answers in history pleased me very much. They not only exhibit a great knowledge of detail, but therewith an acquaintance with the causes of change in educational aim and method at different epochs, and the connection of educational thought with the historical circumstances and social complexion of one period or another. A real perspective of the history of education has been gained, not a mere catena of facts. Such breadth of view cannot but be of great value.

C. H. PAREZ.

CLASS LIST.		
CLASS I.	CLASS II.	CLASS III.
C. C. MONRO	D. OLIVER	I. D. TAYLOR
HILDA SMEETON	F. W. YOUNG	M. JENNINGS
H. H. DYKE	M. E. DAVIS	M. BEATTY
A. EDGAR	E. M. GAYFORD	L. A. BELL
A. P. WHITTALL	S. G. ADIE	
		C. H. PAREZ.

Report on the Student's Nature Note Books, from the House of Education, Ambleside, for the year 1906.

I have to report very favourably of the thirteen books submitted to me for inspection. There is no falling away from the high standard hitherto maintained. The observations cover a larger range than before, and there is a praiseworthy attempt on the part of some students to group observations together, so that by the method of comparison, many interesting correlations are discovered. This year Astronomy seems to be a strong point. Good star maps appear in most of the books, and the students evidently take a keen interest in this study.

The well-chosen quotations from poets and other authors, ranging from Spenser to Browning, show that the students have not failed to gain the right atmosphere in which nature is alone profitably studied.

The drawings, with which the books are freely illustrated, sometimes attain a high degree of excellence, and in most instances are drawn directly from the object.

In the charming accounts given by the students of their holiday rambles, both at home and abroad, the Ambleside inspiration is visibly manifested. The world has become a new world to them since they acquired the seeing eye.

To all this I can add my personal testimony, for I had the privilege of spending a long and happy day with the students this year (1906). We wandered over Wansfell to Troutbeck, on one of the most perfect days of summer. It is a day which will be ever remembered by us. Never had any teacher such eager and enthusiastic students. The pleasure of teaching them was only exceeded by their readiness to learn.

I congratulate once more the teaching staff of the House of Education on the excellent results of the teaching, to which the books (which I have had the privilege to examine) bear abundant witness.

I have put all the Students into one class, as I do not feel justified in making two classes out of the relatively small difference between the first and last on the list.

CLASS I.

DYKE, HELEN H.	MONRO, CLARA C.	JENNINGS, M.
BELL, LUCY ARUNDEL	ADIE, S. G.	WHITTALL, A. P.
SMEETON, H.	YOUNG, F. W.	OLIVER, DORIS M.
TAYLOR, ISABEL D.	GAYFORD, E. M.	BEATTY, MARION
DAVIS, M. E.		

*Board of Examinations for Educational Handwork.
Results of Examination held Easter, 1906.*

PASSED.

S. G. ADIE	E. H. SMEETON
M. BEATTY	H. H. DYKE
M. E. DAVIS	F. W. YOUNG

THE PARENTS' UNION SCHOOL.

Conducted by Miss Charlotte M. Mason.

MOTTO :—" I AM, I CAN, I OUGHT, I WILL."

The object of the Parents' Union School is to help parents whose children are taught at home, by mother or governess, in the following ways :—

- To secure a common standard of attainment, so that the home-taught child shall be equal to the rest when he goes to school.
- To do this without sacrificing individual development, and the following of the bent of each child's tastes and powers.
- To introduce good methods and good text-books into the home Schoolroom.
- To foster the habits of attention, punctuality, diligence, promptness, and the power of doing given work in a given time.
- To secure the gain of definite work upon a given syllabus, without the danger of "cram."
- To test and encourage the home school from term to term by examinations, testing intelligent knowledge rather than verbal memory.
- To give the home-taught child advantages which the school-taught child possesses.
- In a word, while increasing rather than diminishing the leisure of the home-taught child, to counteract any dawdling, dilatory, procrastinating habits, which put him at a disadvantage as compared with the smarter school-child.

This help is given in the following ways :—

"Preliminary questions" are sent to mothers, framed to ascertain the physical and mental development as well as the attainments of each child. Upon the answers to these the children are classified and a programme of work for a term is sent for the children in each class, together with *Time-tables*, "*Suggestions*" as to method of teaching and books to be used and the "*Rules of the School*." At the end of a term the children's work is tested by an examination. Examination papers are sent at Easter, Christmas and Midsummer. At Easter and Christmas the pupil's work is sent up, and the parents receive a report upon it. For the Midsummer examination the work is not sent up, but the parents send up their report.

FEES (payable to the Secretary, House of Education, Ambleside):
One Guinea a year for a family of one or several children under ten years
of age. Two Guineas for one child over ten. Three Guineas for a family in
which one or more children are over ten.

Children are not admitted to the School under six years of age; they
may be admitted at any time.

Members of the Parents' Union School must belong to the P.N.E.U.,
Subscriptions, 10s. a year, to include the *Parents' Review*, payable to the
Secretary, P.N.E.U. Office, 26, Victoria Street, London, S.W.

SCHOOLS.

*The Parents' Union Curriculum (worked by Miss Mason,
who is responsible for all the working regulations).*

(As adapted for the use of SCHOOLS.)

MOTTO: "I AM, I CAN, I OUGHT, I WILL."

The Parents' Union School was originally devised to introduce some
of the advantages of school-training into home education. It seems,
however, that the methods used should be as valuable in schools as they
have proved in home teaching. Even when Headmasters and Mistresses
prefer to keep their higher forms working on the usual lines, the boys in
"Lower Schools," the lower divisions of Girl's Schools, Preparatory Schools,
—scholars, generally, under 14—should profit by:—

- (a) A definite and progressive syllabus of work for each term.
- (b) A definite number of pages set, term by term, in a good many
living, and most interesting, books.
- (c) Examination papers at the end of each term.
- (d) Short hours.
- (e) No preparation.
- (f) Few "corrections."
- (g) A carefully-arranged syllabus, term by term, including nature
work, handicrafts, art work, etc.

Various helps in the way of suggestions, regulations, time-tables, etc.,
should be of use to teachers.

The School is worked upon the principle that children should be
educated upon Things and Books. Therefore great attention is given to
field work, handicrafts, art studies, and to the selection of the best books.

Children get the habit of using books and of delighting in them; they
acquire a love of nature, some manual dexterity, some ability to produce
what they see with brush or charcoal, and some power to appreciate art.

These few considerations may have weight with the heads of schools:—

1. The cost of the books per scholar for eight years of school life—from
six to fourteen—does not *average* more than £1 a year. The books of
scholars in Class IV. cost considerably more.

2. Two-and-a-half, for Class I., to three-and-a-half hours a day for
Class III., is ample time for the whole of this book education.

3. Much writing is unnecessary, because the scholars have the matter
in their books and know where to find it.

4. Classes are able to occupy themselves in study with pleasure and
profit.

5. Teachers are relieved of the exhausting drudgery of many
corrections.

6. Scholars have the afternoons for handicrafts, nature-work, walks,
games, etc.

7. The evenings are free, whether at school or at home, for reading
aloud, choral singing, hobbies, etc.

(In Preparatory and other Boys' Schools, where the demands of Latin
and Greek are paramount, the usual time for preparation will, no
doubt, be required.)

8. Scholars get many intelligent interests, beget hobbies, and have
leisure for them.

9. There is no distressing cramming for the term's examination.
The scholars know their work, and find it easy to answer questions set to
find out what they know, rather than what they do not know.

10. Children of any age, however taught hitherto, take up this sort
of work with avidity.

11. Boys and girls who have been taught in this way take up ordinary
school work, preparation for examinations, etc., with intelligence, zeal,
and success.

This kind of work, besides making children proficient in the usual
studies of the schoolroom, should, and does, result in the power of the
scholar:—

- (a) To grasp the sense of a passage of some length at a single
reading.
- (b) To spell and express himself in writing with ease and
correctness.
- (c) To give an orderly and detailed account of any subject he has
studied.
- (d) To describe in writing, or orally, what he has seen, or heard from
the newspapers.

Schools are qualified to use the Parents' Union curriculum upon the following condition:—

- i. That the programmes of not less than two classes shall be worked out in as many subjects as possible, but at least in six, including all the historical subjects.
- ii. That the amount of time for each of these subjects shall be not more nor less than that stated on the Time-tables.
- iii. That each child in these classes shall have, and read for himself, his own books as set in his programme in the subjects chosen.
- iv. That sets of answers, according to the membership fee, shall be submitted for examination at the usual times.

Fees (payable, in advance, to the Secretary of the P.N.E.U., 26, Victoria Street, S.W.): *One Guinea a Year* entitles a School to receive the papers for Classes I. and II. from term to term*; the answers of one pupil in each Class (Ib. and II.) must be sent to Ambleside (addressed to the Secretary, House of Education, and marked "SCHOOLS" on the wrapper); and all the children in these classes must take the examinations.

Three Guineas entitles to all the papers of the School; the examination papers of one pupil in each of the classes working in the School must be sent up, and all must take the examinations.

Thus *One Guinea* entitles to the examination of four sets of papers a year—the work of four scholars; *three guineas*, to that of eight or ten sets, the work of as many scholars.†

Teachers are occasionally invited to send up the examination work of a whole class.

Either fee secures for pupils the advantages enumerated under a, b, c, d, e, f, g.

A fee of £2 2s. 0d. (plus travelling expenses) entitles a school to a visit from the *Official Organizer* of the Union. Such a visit should be of use to the Head of a School in arranging Nature Work, Handicrafts, etc.; also in organising work, indicating how such and such subjects are taught in the School, etc. (Apply to the Secretary, 26, Victoria Street).

Examination papers are sent at Christmas, Easter, and Midsummer. At Easter and Christmas the pupils' work is sent up (as directed), and a report is made upon it. For the Midsummer examination the work is not sent up, but the teacher sends a report for which he receives a form.

Children under six are not admitted to the "School"; schools may be admitted at any time (between August 1st and September 15th application should be made to 26, Victoria Street). The programmes for the autumn term are issued in the middle of July so that arrangements may be made, books procured, etc., before the summer vacation. A term's notice is requested before withdrawal.

A Register of Schools working on the Parents' Union curriculum is kept at the office and a list appears occasionally in the *Parents' Review*.

* For several terms all the programmes of the curriculum were sent to all Heads of Schools entered on the register in order that teachers might be able to see the scheme at work as a whole, but it was found that teachers who entered for Classes Ib. and II. used also the programmes for Classes III. and IV., that is, work was done upon the curriculum which was not submitted to any test. For this reason it was necessary to make some change in the regulations.

† The work of a different scholar should, as far as possible, be sent each term.

Schools which fail to send in sets of examination papers and to observe the conditions are erased from this Register. The Heads of Schools adopting this scheme must be members of the P.N.E.U. (subscription, additional 10s., to include the *Parents' Review*: for particulars write to Secretary). The Committee of the P.N.E.U. take no responsibility with regard to these Schools, beyond the assurance that certain classes in each work in the School, but prospectuses may be sent to the Secretary and seen at the Office.

A large number of complete sets of examination answers may be seen at the office, and further information can be had from the Secretary, P.N.E.U. Office, 26, Victoria Street, London, S.W.

The following letter may make some points clearer:

House of Education,

Ambleside,

June 26th, 1906.

DEAR ———,

Thank you heartily for your frank letter. Of your goodwill and that of the Heads of Schools who came here* I have had abundant proof, but the question is, as you put it, how far can we work together?

Your view is, I gather, one that has come before us very often:—Is it not possible to pay a fee, receive the papers of the Parents' Union Curriculum and make as much or as little use of them as we think well? This appears, on the face of it, an attitude justifiable from every point of view, but I think that by admitting that position we should be doing serious harm to the cause of education, adding one more patch to a garment which is already a patchwork over which most of us grieve.

You will see by the above prospectus that four conditions are attached to the use of the Curriculum. Great pains have been taken to secure that these conditions should press as lightly as possible upon Schools; they need not touch more than six or seven hours a week of the school time; only a single test paper from each class working in the Curriculum need be sent up; indeed I think you will see that it would not be possible to ask less of Schools whose Heads wish to help in what may become a very important educational movement.

Those who do not regard education as a vital whole but as a sort of conglomerate of good ideas, good plans, traditions and experiences, do well to adopt and adapt any good idea they come across. But our conception of education is of a vital whole, harmonious, living and effective. You will see, therefore, that every little plan we recommend rises out of a principle and that each such principle is a part of a living educational philosophy (if I may call it so), and does not very well bear to be broken off and used by itself.

Narration, for example, which is to us no more than a simple, natural way of expression before a child can write (or after, to save much writing), might easily become the dead mechanical exercise which has been imported from elsewhere, intended to teach all sorts of things, vocabulary, composition, and so on. The use of many books, again,—you see at once how that might become (apart from the conditions we lay down) an incentive to much cramming and overpressure.

* To a Conference of Headmasters and Headmistresses held in Ambleside, June, 1906.

A man who has invented a saucepan lid is protected until the world has found out whether that particular saucepan lid is of use to it; and I sometimes wish that some protection could be given to ideas until they have had time to justify themselves. Both literature and education suffer from our habit of picking up here and there. As for books, they are, of course, common property, and two or three lists of the books we use have been published (in *Home Education*, *School Education*, *Some Suggestions towards a Curriculum*, P.N.E.U. Office).

No class lists in order of merit are published or even kept. The marks assigned to a scholar for any set of papers simply show whether he is above or below the average for his age and class and have no place value whatever.

But in order that there may be no undue pressure on the part of teachers, no eagerness on the part of the scholar to obtain marks to the neglect of interest in knowledge, the maximum marks are given, not to the best papers, but to papers showing quite satisfactory progress for the age and class of the pupil.

I am laying our position before you very fully because I know you will give what I say gentle and candid consideration; and you will see, I think, that it is not possible to take part in this movement unless one complies with some conditions. All life is conditioned—is it not? But you will tell me sometime, when you have leisure, if you think the four conditions of the above prospectus unreasonable.

Believe me, very truly yours,

CHARLOTTE M. MASON.

REGISTER OF SCHOOLS.*

Some classes of which work in the Parents' Union School and are tested by P.R.S. Examiner:—

Principal.	School.	Girls or Boys.	Classes Working in P.R.S.
MISS ARNSTEIN and MISS VON HENNIG	Pennthorpe, Chislehurst	Girls	II. and III.
MISS AITCHISON	Abbeyfield House, Sheffield	Girls	Ib. and II.
MISS AMBLER	Risca, Reigate	Girls	Ia., Ib., II., III. and IV.
MISS BECK	Fridhem, Heacham, King's Lynn	Girls	Ia., Ib. and III.
MISS BERNAU	Ambleside, Blackheath, S.E.	Girls	Ia., Ib. and III.
THE MISSES BURFIELD	80, Warwick Park, Tunbridge Wells	Girls	II. and III.
MISS ROWLAND BROWN	St. Helens, Northwood	Girls	I. and II.
MRS. CLAYE	The Vicarage, Brigg	Boys	Ia., Ib. and II.

* The Committee take no responsibility with regard to these schools except as far as the above statement goes: due inquiries should be made by parents. Prospectuses can be had on application to the Office.

Principal.	School.	Girls or Boys.	Classes Working in P.R.S.
MISS COOKE	Romanoff, Surbiton	Girls	I., II. and III.
MISS DOUGLAS	133, Queen's Gate, W.	Girls	Ia., Ib., II.
MISS V. EDGELL	Roseland, Storrington, Sussex	Girls and small boys	Ib. and II.
MISS LAURA FAUNCE and MISS MARJORIE EVANS	13, Chilworth Street, Westbourne Terrace, Hyde Park, W.	Girls and small boys	Ia., Ib., II., III. & IV.
MISS FRASER and MISS GARDNER	Lyddon Villa School, Leeds	Girls	Ia., Ib. and II.
MISS GAYFORD	S. Cuthbert's, Twickenham	Girls and small boys	Ia. and II.
C. H. GIBBS, Esq.	37, Sloane Street, London, S.W.	Boys (preparatory)	Ib. and II.
MISS GOODE	The Parents' Review School, Constitutional Club, Burgess Hill	Girls and boys	Ia., Ib. and II.
REV. CECIL GRANT	St. George's, Harpenden	Boys & Girls	
MISS FIELD HALL	High Cliff School, Scarborough	Girls	II. and III.
MISS HEATH JONES and MISS BERVON	St. Monica's, Kingswood, Epsom	Girls	Ib. and II.
MR. and MRS. HICKSON	Oldfield, Swanage	Boys to 12 years	Girls I., II., III. & IV.
MRS. KENDALL	2, St. German's Place, Blackheath	Girls	I., II. and III.
MRS. LAMB	Rijswijk, Epsom	Girls and boys	Ia., Ib. and II.
MISS LEVICK	Edgehill, Wadhurst, Sussex	Girls	Ia., Ib., II. and III.
THE MISSES MANVILLE	Leinster House School, 2, Leinster Gardens, W.	Girls and small boys	I. and II.
MISS NESBIT	S. Hilda's Prep. School, Purley	Girls and boys	Ia., Ib. and II.
MISS K. H. NODDALL	Moorlands, Bovey Tracey, Devon	Girls	Ia., Ib. and III.
J. W. E. PEARCE, Esq.	Merton Court School, Sidcup	Boys	Ib. and II.
MISS SKEAT and MISS AULD	Baliol School for Girls, Sedbergh, Yorks.	Girls	Ia., Ib. and II.
MISS SWAIN	Frith Park School, Sheffield	Girls	Ia., Ib., II. and III.
MISS TURNER	The Manor, Little Longstowe, Derby	Girls	Ia. and II.
H. G. UNDERHILL, Esq.	Wootton Court, Wootton, near Canterbury	Boys (preparatory)	Ia., Ib., II. and III.
MISS WILSON	Calder House, Seascale	Girls	Ib. and II.

MUSIC.

Music for the "Parents' Review" School and other Members of the Union, for the Summer Term, by MRS. HOWARD GLOVER.

In order to complete the scheme of musical education already set forth in the syllabus of the *Parents' Review* School, it is proposed to publish in this magazine, before the holidays, three times a year, a list of six pieces, with which the pupil is to become not only acquainted, but familiar, during the term.

The execution of music, and practice in the technique of the art, is only one side of a musical training. It is also necessary to train the ear to an understanding of the classics, in order that a child may enter into the heritage which genius has bequeathed to him; in order, too, that he should understand and love the literature of music, in the same way that we try to imbue him with an appreciation of all the great masterpieces of writers and painters.

With this end in view, it is suggested that during the coming three months the teacher, parent, or any available friend, should play the following compositions to the children, beginning with one movement if necessary, and gradually extending the repertoire, until they become well-known and loved. If no executant is at hand, the services of a pianola need not be disdained, although, of course, it must be regarded as a second best.

A daily musical half-hour of this nature will be found to awaken keen musical enthusiasm in the children, even in those who have shown no aptitude in their music lessons, and the idea of music will be lifted above the drudgery which is inseparable from the practice of technical difficulties.

A clever teacher will further make use of this opportunity for hints on musical form and musical history, as brought out and illustrated in what is being played. The pieces selected might be studied and performed by the more advanced pupils themselves.

LIST V. FOR SUMMER TERM.

1. *Handel*. Suite No. 12. E minor. Peter's Edition, No. 4b 1/8 net.
 2. *Weber*. Momento Capriccioso. Op. 12. Cotta Edition, No. 10673 .. 1/- net.
 3. *Schumann*. "Faschingsschwank aus Wien" (Allegro, Romanze and Scherzino). Augener's Edition, No. 8415 1/- net.
 4. *Chopin*. Study, op. 10, No. 3. Augener's Edition, No. 8068a .. 1/- net.
 5. *Tschaikowsky*. "Troïka." Augener's Edition, No. 8458a. 1/- net.
 6. *Wagner*. Song from Tannhäuser, "Star of Eve." Germania, No. 65 .. 1/- net.
- (All published by Augener, 6, New Burlington Street, London, W.)

LIST VI. FOR AUTUMN TERM.

1. *Dr. Arne*. Songs.
 - (a) "Where the bee sucks." "Hullah Songs, No. 21." 1/- net.
 - (b) "Blow, blow, thou wintry wind." "Shakespeare Album, No. 2." .. 1/- net.
2. *C. H. Graun*. Gigue in B Flat Minor .. 1/6 net.
3. *Schubert*. Momens Musicaux. Op. 94, No. 3. Augener's Edition, 8391c .. 1/- net.

4. *Mendelssohn*. Variations Sérieuses. Op. 54. Augener's Edition, 5069 .. 1/- net.
 5. *Brahms*. Clavierstücke. Op. 76, Heft I. Intermezzo No. 4 4/- net.
 6. *Moszkowski*. Piano Pieces. Op. 54. Nos. 2 and 3. (Mélodie and Capriccietto). Peter's Edition, 2807 .. 2/2 net.
- (All published by Augener, 6, New Burlington Street, London, W.)

LIST VII. FOR SPRING TERM.

1. *Haydn*. Song. "My Mother bids me bind my hair." Germania 769 6d. net.
 2. *Beethoven*. Andante in F. .. 1/6 net.
 3. *Schumann*. Phantasie Stücke. Op. 12. "Aufschwung." Augener 8412 .. 1/- net.
 4. *Chopin*. Polonaise. Op. 40, No. 2. Augener 6093 .. 1/6 net.
 5. *Liszt*. Mélodies polonaises, No. 2 in A flat. Perles Musicales, No. 87 .. 1/6 net.
 6. *Wagner*. Overture to "Die Meistersinger." Arranged by Tausig .. 2/- net.
- Concert Paraphrase by Bülow .. 2/6 net.
- (All published by Augener, 6, New Burlington Street, London, W.)

PARENTS' UNION SCHOOL.

EXAMINER'S REPORT, EXAMINATION 44.

EASTER, 1906.

The term's work, upon which it is a pleasure to report, is very satisfactory in almost every essential point: every class again shows a very praiseworthy result, both in the amount of work covered and in its creditable quality. An analysis of the markings of about 300 sets of papers shows about 25 per cent. excellent; another 25 per cent. good; whilst only 12 per cent. can be classed as unsatisfactory, and these in many cases have some good subjects, and only about 2½ per cent. are failures.

Class IV. has done very good work indeed; Literature and Composition reach a high standard, a rather higher general average than in previous examinations. Question No. 1 in Literature has evidently been a subject of keen interest. Questions No. 1, Old Testament, and No. 1, New Testament, have been found rather difficult, and consequently a few papers are disappointing in their answers. Question No. 3, Old Testament, has brought out some thoughtful answers, some beautiful and some quaint and original thoughts.

The weak subjects in Class III. are Arithmetic and Physical Geography. Shorter methods of working in Arithmetic might be profitably employed in this class. Fractions have been found difficult. Some really excellent papers were done in Physical Geography, with well-drawn maps as illustrations, but the reasoning in answers to Question No. 1 was in many cases neither clear nor conclusive. There was also throughout the English History papers a good deal of confusion regarding the "Reformation" and the "New Learning."

In Classes I. and II., Picture Talk shows the most striking improvement. Some really good descriptions were sent up, but far too many still are contented to send up a list of their likes and dislikes, or to give a history of the artist, or the circumstances that led to the painting of the picture, whilst the subject depicted is left without description. Between the best and worst there is a very striking difference. (Signed, J. B.)

French.—Les réponses de Ib. ont été excellentes. En général travail satisfaisant; la grammaire pour la Classe 3 a été négligée. (Signed, J. M.)

German.—The pupils of Class II. have done very well indeed, their own little sentences show that they are learning to express themselves independently from the text in *Little German Folk*, at the same time remembering well their talks about the pictures. In Classes III. and IV. less has been done and the work sent in is not satisfactory. (Signed, S. H.)

Drawing.—The animals are best done mostly from memory of the beasts, at any rate, they should never be copied from the flat, only learnt by looking. The work from living animals has in some cases produced very good results with small scholars. The "halls" were generally carefully worked. (Signed, M. S.)

EXAMINATION No. 46. DECEMBER, 1906.

This term's work again shows that a very satisfactory amount of systematic work has been accomplished, but I regret to report that the very high standard of the last examination can hardly be said to be fully maintained except in Class IV. About 15 per cent. of the reports reach excellent, a considerable falling off; 50 per cent. are between good and fair, and about 10 per cent. show some unsatisfactory features in several subjects.

The papers, however, of Class IV. are in almost all respects excellent, fully keeping up, if not exceeding the standard of the last examination, especially in History, Composition, and Literature. The Essays on Women's Suffrage show that very young girls can discuss such a subject with intelligent appreciation and in very vigorous English. The weakest subject is English Grammar, especially analysis and parsing. Some improvement in the number of pupils sending in Euclid and Algebra might reasonably be expected from this class. Geography is generally well done, but Question 3. Physical Geography, has not been quite satisfactorily grasped by many.

In Class III. all subjects in which narrative is called for have been, as usual, very well done. Dictation has very generally obtained high marks. Weakness is found in Analysis and Parsing. The function and place of the Infinitive in the sentences is seldom well understood. Question I—Physical Geography—brought out generally one example of local customs, whilst Question 2 was seldom fully grasped. In Arithmetic, Question 1 was found too difficult by the majority. Questions 2 and 3 were very generally correct in result, but too often long methods of working out were used. Natural History was, almost in all cases, excellent, and Geography good.

The work of Class II. calls for no special comment. A creditable number of subjects have been attempted, and the quality of the work is promising. Answers to Question 4 in Geography showed some confusion.

A larger number than usual have entered in the work of Class I., and these will doubtless show great improvement by loyally following out the systematic plans of work of the P.R.S. (Signed, J. B.)

French.—Le Résumé des "Deux Petits Patriotes" a été très-satisfaisant. La grammaire a besoin d'un travail plus approfondi. Les élèves qui ne répondent pas aux questions posées ne peuvent recevoir de notes. Quelques séries ont été travaillées d'une manière intelligente. (Signed, J. M.)

German.—Das Resultat der deutschen Prüfungen von der Klasse II. und III. sind im Ganzen genommen befriedigend. Doch würde ich den betreffenden Lehrerinnen anraten die Grammatik das heisst: Deklinationen, Konstruktion, Verben, etc., sehr gründlich durchzunehmen. Die Übersetzungen sind im Ganzen genommen ziemlich gut und in zwei Fällen ausnahmsweise so. (Signed, M. G.)

The paintings from still-life generally lacked the qualities for which such studies are made, *i.e.*, the use of paint to get colour, quality of colour and variety of colour. I recommended that the studies should be placed beside the model and the two looked at and compared in colour, to awaken a better understanding of the colour problem. This method of comparison may be used with Class IV. and advanced Class III., with younger children it may be found only confusing. Also in still-life studies a want of grasp of the colour problem is shown when painted objects are left with white unpainted paper against their outline, *i.e.*, without any painted background. It is always well to use the living model in some way as an accompaniment to the excellent work at original illustration, being careful that the younger the child the shorter the time it is to be allowed to see the pose. Class III. may work from five or ten minutes poses; Class II. mostly from memory of some accidental pose noticeable. Some colour still-life paintings were very good; and of the animal studies many succeeded.

(Signed, M. S.)

MOTHERS' EDUCATIONAL COURSE.

THREE YEARS.

To help Mothers to give their children such teaching as should confirm them in the Christian Religion.

To give the knowledge necessary for the care and development of children in sickness and health.

To teach the principles of Education, and methods based on those principles.

To enable Mothers to awaken their children's interest in, and give them their first ideas of, Nature.

The work for the first year is elementary and not difficult. It fairly covers the principles of, and suggests good methods for, the physical, moral, mental, and religious training of children; and includes the knowledge necessary to give them their first inspiring ideas about the natural world.

Much of the matter is familiar; but it is one thing to read a work carelessly, and quite another to study it definitely with a view to examination.

The year's work may be done by reading at the rate of about 100 pages a week for ten months. The order of this reading is left to the student.

The work of the two succeeding years gradually increases in difficulty but is never very stiff.

The examinations fall twice a year—in the first week in June and the first week in December; examination papers will then be sent to the students.

The final examination on Human Physiology and Hygiene is for the diploma of the *National Health Society*.

Fee for the Course (payable to the Secretary, House of Education, Ambleside), one guinea.

The first half of each of the works set for study in a given year will be taken up in the first examination for that year.

The volumes of the *Home Education Series* have been specially prepared to embody the *distinctive* teaching of the P.N.E.U.; therefore a number of questions will be set upon those volumes in each examination of the course. It might be advisable to take the following "P.N.E.U. Reading Course" (free to members) as a preparation for the fuller *Mothers' Educational Course*. "Qualified Members" would find the latter Course greatly simplified.

"The attention of members is called to the New Course of Reading, which is free to all members of the Union. It is confined to the *distinctive* teaching of the Union, and therefore to the volumes of the *Home Education Series*, the contents of which have been specially prepared from time to time for the use of the *Parents' National Educational Union*. The method of these volumes is a progressive amplification of the principles of the Union. It is, therefore, desirable that the books should be studied in numerical order.* Each volume is furnished with a full table of contents and with numerous questions which should aid the reader in self-examination. On application to the Office a form may be had which runs as follows:—

"I have read the following volumes of the *Home Education Series*, and am satisfied of my mastery of the principles advanced in them by my ability to answer fully and exactly the questions appended to each."

(Signed)

"This form should be returned to the Office, and the reader would then be entered on the list of 'qualified members' of the P.N.E.U." (See *Leaflet*).

* 1. *Home Education*. 2. *Parents and Children*. 3. *School Education*. 4. *Ourselves, Our Souls and Bodies*. 5. *Some Studies in the Formation of Character*. Published by Kegan Paul & Co., price 3s. 6d. each.

Members of the *Mothers' Educational Course* must belong to the P.N.E.U. Subscription, 10s. a year, to include the "*Parents' Review*," payable to the Secretary, 26, Victoria Street, London, S.W., to whom also applications re the P.N.E.U. Reading Course should be made.

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Parents'
National Educational Union.

CENTRAL OFFICE: 26, VICTORIA STREET, S.W.

SEVENTEENTH
ANNUAL REPORT
1908,

TOGETHER WITH A BRIEF ACCOUNT OF

THE HOUSE OF EDUCATION
AND
PARENTS' UNION SCHOOL.

p75 cmc275

The Parents'
National Educational Union.

SEVENTEENTH
ANNUAL REPORT,

MAY, 1908.



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WHAT IS THE PARENTS' NATIONAL EDUCATIONAL UNION?

The Parents' National Educational Union has arisen in response to a demand from thoughtful parents. It has grown out of their desire to study the laws which govern habit and the principles upon which to select ideas that inspire and educate; their desire to know how to deal with hereditary tendencies and how to give intelligent supervision and guidance to the development of their children's whole nature—physical, mental, moral, and spiritual.

The rapid accumulation during late years of data bearing upon the interaction of body, mind and moral sense, has made it needful to reconsider many old-established ideas about Education. Parents and teachers are now aware that they must to some extent neutralize each other's work and weaken its results, unless they take counsel together.

The Union aims at giving opportunities for the study of Educational problems, and a meeting ground for intercourse between parents, teachers, and all who are interested in Education. Special stress is laid on the use of the word Education, in its widest sense, not as meaning instruction only, but the development of the whole nature, on the underlying principle that "Character is everything." The two functions of Education (as it is understood by the Union), are the presentation of ideas and the formation of habits. These two, it will be seen, are the chief means at our disposal for the modification of character.

PRINCIPLES AND OBJECTS.

The Central Principles, to which all Local Branches of the Society—(while free to organize themselves)—shall be pledged, are:—1. That a Religious basis of work be maintained. 2. That the series of addresses and other means employed by the Union shall be so arranged as to deal with Education under the following heads: (a) Physical; (b) Mental; (c) Moral; and (d) Spiritual. 3. That arrangements concerning Lectures, etc., be made with a view to the convenience of fathers as well as of mothers. That the work of the Union be arranged to help parents of all classes. *The Objects are*:—(a) To assist parents of all classes to understand the best principles and methods of Education in all its aspects, and especially in those which concern the formation of habits and character. (b) To create a better public opinion on the subject of the training of children, and with this object in view, to collect and make known the best information and experience on the subject. (c) To afford to parents opportunities for co-operation and consultation, so that the wisdom and experience of each may be profitable to all. (d) To stimulate their enthusiasm, through the sympathy of numbers acting together. (e) To secure greater unity and continuity of Education, by harmonizing home and school training.



A SHORT SYNOPSIS

OF THE

EDUCATIONAL PHILOSOPHY ADVANCED BY THE
FOUNDER OF THE
PARENTS' NATIONAL EDUCATIONAL UNION.

"No sooner doth the truth come into the soul's sight, but the soul knows her to be her first and old acquaintance."

"The consequence of truth is great; therefore the judgment of it must not be negligent."

In so far as we hold and profess what is known as P.N.E.U. thought, three duties are before us: (a) To give earnest study to the mastery of the principles of our educational philosophy*; (b) Having mastered these, to apply them; (c) To make them known. Here follows a short summary of our principles, but it must be remembered that a knowledge of these formulæ is by no means a knowledge of the principles they aim at summing up.

1. Children are born *persons*.
2. They are not born either good or bad, but with possibilities for good and for evil.
3. The principles of authority on the one hand, and of obedience on the other, are natural, necessary and fundamental; but—
4. These principles are limited by the respect due to the personality of children, which must not be encroached upon, whether by fear or love, suggestion or influence, or undue play upon any one natural desire.
5. Therefore, we are limited to three educational instruments—the atmosphere of environment, the discipline of habit, and the presentation of living ideas.
6. When we say that "*education is an atmosphere*," we do not mean that a child should be isolated in what may be called a "child-environment" especially adapted and prepared, but that we should take into account the educational value of his natural home atmosphere, both as regards persons and things, and should let him live freely among his proper conditions. It stultifies a child to bring down his world to the "child's" level.

* These are set forth at length in the volumes of the *Home Education Series* published by Kegan Paul & Co., price 3s. 6d.

7. By "*education is a discipline*," we mean the discipline of habits, formed definitely and thoughtfully, whether habits of mind or of body. Physiologists tell us of the adaptation of brain structures to habitual lines of thought, *i.e.*, to our habits.
8. In saying that "*education is a life*," we imply the need of intellectual and moral as well as of physical sustenance. The mind feeds on ideas; and, therefore, children should have a generous curriculum.
9. But the mind is not a receptacle into which ideas may be dropped, each idea adding to an "apperception mass" of its like, the theory on which rests the Herbartian doctrine of interest.
10. We hold, on the contrary, that the child's mind is no mere sac to hold ideas, but is rather (if the figure may be allowed) a spiritual organism with an appetite for all knowledge. This is its proper diet, with which it is prepared to deal; and which it can digest and assimilate as the body does foodstuffs.
11. This difference is not a verbal quibble. The Herbartian doctrine lays the stress of Education (the preparation of knowledge in enticing morsels duly ordered) upon the teacher. Children taught on this principle are in danger of receiving much teaching with little knowledge; and the teachers' axiom is "the thing that matters is not what a child learns but how he learns it."
12. We, on the contrary, believing that the normal child has powers of mind which fit him to deal with all knowledge proper to him, give him a full and generous curriculum, taking care only that all knowledge offered to him is vital, that is, that facts are not presented without their informing ideas. Out of this conception comes our principle that,—
13. "*Education is the Science of Relations*"; that is, that a child has natural relations with a vast number of things and thoughts: so we train him upon physical exercises, nature, handicrafts, science and art, and upon *many living* books, for we know that our business is not to teach him all about anything, but to help him to make valid as many as may be of—
- "Those first-born affinities
That fit our new existence to existing things."
14. We have also two secrets of moral and intellectual self-management to offer to children, which we may call "the way of the will" and "the way of the reason."
15. *The way of the will*: Children should be taught, (a) to distinguish between "I want" and "I will." (b) That the way to will effectively is to turn our thoughts from that which we desire but do not will. (c) That the best way to turn our thoughts is to think of or do some quite different thing, entertaining or interesting. (d) That after a little rest in this way, the will returns to its work with new vigour. (This adjunct of the will is familiar to us as *diversion*, whose office it is to ease us for a time from will effort that we may will again

- with added power. The use of suggestion—even self-suggestion—as an aid to the will is to be deprecated, as tending to stultify and stereotype character. It would seem that spontaneity is a condition of development; that human nature needs the discipline of failure as well as of success.)
16. *The way of the reason*: We teach children, too, not to "lean (too confidently) to their own understanding"; because the function of reason is to give logical demonstration (a) of mathematical truth, (b) of an initial idea, accepted by the will. In the former case, reason is an infallible guide, but in the latter, it is not always a safe one; for, whether that initial idea be right or wrong, reason will confirm it by irrefragable proofs.
17. Therefore, children should be taught, as they become mature, enough to understand such teaching, that the chief responsibility which rests on them as persons is the acceptance or rejection of initial ideas. To help them in this choice we give them principles of conduct, and a wide range of the knowledge fitted to them. These three principles (15, 16 and 17) should save children from some of the loose thinking and heedless action which cause most of us to live at a lower level than we need.
18. We allow no separation to grow up between the intellectual and "spiritual" life of children, but teach them that the divine Spirit has constant access to their spirits, and is their continual Helper in all the interests, duties and joys of life.

P.N.E.U. READING COURSE.

The attention of members is called to the new Course of Reading, which is free to all members. It is confined to the *distinctive* teaching of the Union, and therefore, to the volumes of the Home Education Series, the contents of which have been specially prepared from time to time for the use of the *Parents' National Educational Union*. The method of these volumes is a progressive amplification of the principles set forth above. It is, therefore, desirable that the books should be studied in numerical order.* Each volume will be furnished with a full table of contents and with numerous questions which should aid the reader in self-examination. On application to the Office a form may be had which runs as follows:—

"I have read the following volumes of the *Home Education Series*, and am satisfied of my mastery of the principles advanced in them by my ability to answer fully and exactly the questions appended to each."

(Signed)

This form should be returned to the Office, and the reader would then be entered on the list of "qualified members" of the P.N.E.U.

Those members who could undertake a further course are referred to the Mother's Educational Course.

*1. *Home Education*. 2. *Parents and Children*. 3. *School Education*. 4. *Ourselves, our souls and bodies*. 5. *Some Studies in the Formation of Character*.

RULES.

NAME.

1. The Union shall be called the "Parents' National Educational Union."
2. The Organization of the Union shall comprise :—
 - (a) The Council.
 - (b) An Executive Council.
 - (c) Local Branches.

THE COUNCIL.

3. The Union shall be under the control of the Council, which shall consist of the President, Vice-Presidents, Honorary Officers, one representative from each Branch and co-opted members.
4. The President, Vice-Presidents, Honorary Officers and one-third of the co-opted members of the Council (who shall retire in rotation each year, but shall be eligible for re-election) shall be elected yearly at the Annual Meeting of the Council.
5. The Executive Committee shall be annually elected by the Council from among its members, and shall be responsible for the management of the Union.
6. At any Meeting of the Council five shall form a quorum.
7. The accounts of the Union shall be audited by a Chartered Accountant, who shall be appointed each year at the Annual Meeting.

EXECUTIVE COMMITTEE.

8. The Executive shall consist of the President, Honorary Officers, one representative from each Branch which received not less than fifty subscriptions, and fifteen other members who shall be elected yearly at the Annual Meeting of the Council.
9. Nominations of new Members for the Executive Committee must be sent in to the Secretary ten clear days before the date of such election. If more than fifteen members are nominated the election shall be by ballot. The Executive Committee shall be empowered to fill up any vacancy that may occur in their number during the year.
10. The Executive Committee shall meet not less than four times a year. Each year at its first Meeting a Chairman shall be elected for that year.
11. At any Meeting of the Executive Committee, three shall form a quorum.
12. No opposed business shall be transacted at any Meeting of the Executive Committee, unless previous notice of such business shall have appeared on the Agenda.
13. The Executive Committee shall have power to make or alter by-laws for the management of the Union, provided always that the by-laws be not contrary to the principles, objects, or rules, of the Union, as printed and circulated in the Annual Report.
14. The Executive Committee shall decide what salaried officer or officers shall be appointed.

MEETINGS.

15. The Council shall hold an Annual Meeting to fill up vacancies in their body, to receive the Report and Balance Sheet of the previous year, to appoint the Auditor, to elect the Honorary Officers and Members of the Executive Committee, to decide on questions involving new departures in procedure, &c.

16. A General Annual Meeting or Conference shall be held for the purpose of circulating the report of the past year and for otherwise promoting the interests of the Union.

17. The Council may be summoned by the President, by the Executive Committee, or by the Secretary on the receipt of a requisition in writing from fifty members of the Union. Fourteen days' notice of every Meeting of the Council must be given.

18. No Meeting shall be convened under Clause 17 unless the notice convening the same express the object for which the meeting has been summoned; and no business, other than that specified on the Notice, shall be transacted at such Meeting.

19. At all Meetings, the Chairman of each Meeting shall have a casting vote in addition to his ordinary vote.

20. No alteration shall be made in the Rules except by a two-thirds majority of those present at the Annual Meeting of the Council, or at a Council-Meeting specially convened for that purpose.

LOCAL BRANCHES.

21. A Local Branch of the Union may be formed in any district by the Executive Committee. The by-laws of each Branch must be in accordance with the principles and objects of the Union.

22. The amount of the Annual Subscription of Members of a Local Branch shall be determined by the Executive Committee. Unless otherwise resolved by the Executive Committee, the subscriptions are to be paid to the funds of the Central Office.

23. Local Branches formed before 1907 shall pay an annual Capitation Fee to the Council. This fee shall be for Branches within the London Postal District, 20% on their income derived from subscriptions, and for Country Branches, 10% on their income derived from subscriptions. Local Branches formed after 1907 shall either be subject to Rule 22 or shall pay an annual capitation fee, according as the Executive Committee shall decide.

24. Each Local Branch shall send to the General Secretary, one month before the Annual Meeting each year, the name of its Representative to the Council for the coming year.

25. The Council shall publish a journal, and each member of the Union subscribing not less than ten shillings per annum shall be entitled to receive a copy of the journal as published.

26. A payment of £3 3s. constitutes Life Membership of the Union; a payment of £6 6s. constitutes Life Membership of the Union and entitles to the receipt of a monthly copy of the *Parents' Review*. Life Members are Honorary Members of all Branches.

THE
Parents' National Educational Union.
GENERAL ANNUAL REPORT,
MAY, 1908.

THE Council has much pleasure in being able to report a very successful year. The influence and scope of the Union becomes more marked as each year of work goes on. Its vitality and increased activity will be found in the various Branch Reports. Many Branches are endeavouring to carry out the principles of the Union in the arrangement of their lectures, while help is given to Members in the direction of children's physical, intellectual, moral and spiritual education. Perhaps as a whole, the teaching side of the Union's work has increased more than any other, and this more especially by the carrying out of the Principle, "To secure greater unity and continuity of Education, by harmonizing home and school training."

On July 9th, 1907. Miss Mason held a *Conference of Heads of Schools* at 50, Porchester Terrace, W., and the following head-masters, etc., attended:—

Mr. W. R. BIDDLE ..	..	London.
Rev. W. BULL ..	..	Southborough.
Rev. W. C. COMPTON ..	..	Dover.
Rev. CECIL GRANT ..	..	Harpenden.
Rev. H. B. GRAY ..	..	Bradfield.
Mr. GIBBS ..	..	London,
Mr. HONNYWILL ..	..	Tunbridge Wells.
Mr. LE MAISTRE ..	..	Harpenden.
Dr. PARKIN ..	..	
Mr. J. S. PHILPOTTS ..	..	<i>Journal of Education.</i>
Mr. J. W. E. PEARCE ..	..	Sidcup.
Mr. W. D. RANNIE ..	..	Winchester.
Mr. G. GIDLEY ROBINSON ..	..	Shawford.
Dr. ROUSE ..	..	Perse School, Cambridge.
Mr. C. SIMMONS ..	..	Hampstead.

These were invited to set examination questions on the term's work to children in Classes II., III., and IV., of the Parents' Union School, which were answered verbally or in writing, during the afternoon. A discussion followed on the work of the Parents' Union School.

As a result of this Meeting, more schools have been placed on the register, and many more families have joined the Parents' Union School. It is encouraging and stimulating to hear from all sides the testimony of those heads of schools who are working on the lines of the Parents' Union School, more especially as in almost every case the reason for the first adoption of the methods of the Union has been the excellent results they have observed in children prepared under its curriculum.

An increasing number of schools, particularly boys' schools, are engaging teachers, trained at the House of Education.

Since September, the Committee have been fortunate in securing as Assistant Organising Secretary, Miss Parish, ex-student of the House of Education. Between October and April, she has addressed 61 Meetings in various parts of England; she has also helped in the formation of new Branches, and spoken to the Members of old Branches on such questions as the Parents' National Educational Union generally, the Parents' Union School, the House of Education, the Training in the Habit of Obedience, the Training in the Habit of Truth, and has given demonstration lessons in the teaching of various subjects. As her work progresses, the Committee feel that the Union, its various activities, and its various publications, will gain the ears of a wider circle. They are grateful to those Members who have kindly arranged Meetings for these purposes, and feel that this is a testimony to the fact that such Members are anxious to spread the knowledge of what has helped them in the training and teaching of their own children. Further offers of Members houses

for such meetings will be most gratefully received as well as subscriptions to the necessary expenses incidental to Miss Parish's work.

Qualified Members. Some Members have already qualified by taking the full reading course, and it is hoped that more will soon follow their example.

School Register. There has been a notable increase in our School Register. This year 19 girls' schools, 5 boys' schools and 7 mixed schools (including the Public Co-Education School at Harpenden: Headmaster, Rev. Cecil Grant) are working on the Parents' Union School lines. It may perhaps be desirable to repeat here the conditions upon which such schools are placed upon the Register:—

- i. That the programmes of not less than two classes shall be worked out in as many subjects as possible, but at least in six, *including all the historical subjects.*
- ii. That the *amount* of time for each of these subjects shall be *not more nor less* than that stated on the Time-tables.
- iii. That each child in these classes shall have, and read for himself, *his own books* as set in his programme in the subjects chosen.
- iv. That sets of answers, according to the membership fee, shall be submitted for examination at the usual times.

The Committee take no responsibility as to such schools; due enquiries must always be made by parents.

New Branches Started. Johannesburg, Hobart, Colombo.

Branch Lapsed. Bournemouth.

The Harrow and Northwood Branch has become Northwood only, and has been reorganised.

Parents' Review. The Circulation is now over 2,400.

Membership. This shows considerable increase in most of the Branches. At the Central Office, the increase is 90 Members, and there are 14 new Subscribers to the *Review*.

Central Office. An increasing number of people interested in the Union and desiring information about it call daily at the office. The number of letters received by our Secretary during 1907 was 6992, an increase of 1794 on the previous year. The number of out-going letters was 7627. 2118 parcels have been sent out.

Parents' Union School Books. A new and very successful departure has been the stocking of all the Parents' Union School Books at the office, whereby visitors to the office can have an opportunity of seeing such books, and Members of the Union are supplied with the least possible delay.

The following books and pamphlets are for sale at the office:—

1. Home Education Series:—
 - (i.) "Home Education."
 - (ii.) "Parents and Children."
 - (iii.) "School Education."
 - (iv.) "Ourselves."
 - (v.) "Some Studies in the Formation of Character."

By Miss C. M. Mason.
3s. 6d. each.
2. "The Parents' Review." Price 6d.
3. "Parents and Lessons," by Mrs. Clement Parsons. Price 4d.
4. "The Home Training of Children," by The Hon. Mrs. Franklin, Hon. Organising Sec. of the P.N.E.U. Price 3d.
5. "Thought turning as a factor in the Training of Character, and Talk to Nurses," by Helen Webb, M.B. Price 6d.
6. "Children at Home," Price 2d.
7. "Home Safeguards against Boyhood's Dangers," by the Rev. the Hon. E. Lyttelton. Price 2d.
8. "Some Suggestions for the School Curriculum of Girls and Boys under 14," by Miss Mason. Price 3d.
9. Nature Note Books, in linen covers, 1s.; interleaved, 1s. 6d.
10. "Training in the Service of Man," by J. L. Paton, M.A., High Master, Manchester Grammar School. Price 3d.
11. "Education of Citizens," by W. Temple, Esq. (Fellow Queen's College, Oxford). Price 4d.
12. "Early Manhood: some of its duties and responsibilities," by the Right Hon. the Earl of Lytton. Price 3d.
13. "The Forge and the Weapon," by Blanche Leppington. Price 6d.
14. "Recommended Gift Books for Children," by Mrs. Clement Parsons. Price 6d.

Lending Library. This Library now contains many of the books used in the Mothers' Educational Course, and the Parents' Union School—and many others, both for adults and children. A new and revised Catalogue was issued in 1906, and Members are strongly advised to make more active use of the Library.

Reading and Discussion Circles. It has been especially gratifying to note the good work of the Reading and Discussion Circles.

The Finchley Branch organised a series of Health talks to poorer Mothers, thus carrying out Principle 3.

Two Conferences have been held during the year under review, one the Annual Conference on the 6th, 7th, 8th and 9th May, in London, and the other the Conference of Headmasters of Preparatory Schools, already referred to and held by Miss Mason at 50, Porchester Terrace, by kind invitation of Mrs. Franklin.

Eleventh Annual Conference. This Conference, the Programme of which is appended below, was held at the Portman Rooms, London.

PROGRAMME.

MONDAY, MAY 6th.

- Afternoon, 3.30. Public Meeting. F. TREVOR BIGHAM, Esq. in the Chair.
Speaker: Mrs. E. L. FRANKLIN.
- Evening, 8.30. The Right Hon. The EARL OF LYTTON in the Chair.
"The Power of Home." The Rev. the Hon. E. LYTTLETON, Headmaster of Eton. Followed by a *Conversazione*.

TUESDAY, MAY 7th.

- Forenoon, 10.30. Sir WILLIAM ANSON, Bart., D.C.L., M.P., in the Chair.
"The Product from the Preparatory School, and the direction of possible co-operation from the side of the Home." The Rev. A. A. DAVID, Headmaster of Clifton College.
- 11.45. "Classic and Mediæval Art as a part of Education."
Mrs. BURTON BROWN, Co-principal of Priors' Field School, Godalming.

- Afternoon, 3.0. The Right Hon. The EARL OF LYTTON in the Chair.
"The Scope of the P.N.E.U. in Secondary Education." Lt.-Col. G. R. WARD, R.E.
- 4.0. "Continuity of Religious Education, between Home and School." The Rev. H. T. BOWLBY, Assistant Master at Eton.
- 5.15. Local Secretaries' Meeting.
- Evening, 8.0. Mrs. FRANKLIN "At Home" at 50, Porchester Terrace.

WEDNESDAY, MAY 8th.

- Forenoon, 10.30. Mrs. GEORGE CADBURY, President of the National Union of Women Workers in the Chair.
"The Habit of Truth-telling." Miss PARISH.
- 11.45. "A Reasonable Service" (the habit of obedience).
Miss PENNETHORNE.
- Afternoon, 3.0. Mrs. CLEMENT PARSONS in the Chair.
"The Place of the Home in the teaching of our Language and Literature." Professor H. FRANK HEATH, Director of Special Enquiries and Reports under the Board of Education.
- 4.0. "The Out-of-School Problem" (with illustrations).
A. ROWNTREE, Esq., Headmaster of Bootham School, York.

THURSDAY, MAY 9th.

- Opportunity was offered to visit Classes and Home-schoolrooms, taught by House of Education Governesses.
- 3.30. The Lady HELEN LACEY "At Home" to Members of the Conference, 16, Elm Tree Road, St. John's Wood.
BARON KIKUCHI (sometime Japanese Minister of Education in Japan, and President of the Imperial University, Tokio), lectured on "Japanese Education." Lady CAMPBELL in the Chair.